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ABSTRACT

The object of this descriptive survey is to identify issues and processes associated with the certification of secondary teachers in the southern states. The focus is primarily on: (a) the diversity of certification requirements, (b) the influences which contribute to requirements for certification, (c) the degree to which performance is considered as a criterion, and (d) the current status of certification. Questionnaires were sent to state superintendents, state directors of certification, executive secretaries of regional accrediting associations, deans of schools of education, and certification classroom teachers to collect data on these issues. An analysis of the data identified the following six major conclusions: (a) diversities in decision-making structure, requirements for certification, academic preparation of teachers, and types of certificates exist among the 11 states; (b) influences on certification that are registered within the scope of the study could be classified under broad categories; (c) all respondents favored change in certification requirements; (d) teacher education programs were viewed as being responsible for competency development of teachers; (e) several state departments are investigating the potential of competency-based certification; and (f) certification is related to teacher effectiveness. The study also revealed a need for further research in several areas. (The questionnaires and tables are included in the appendixes.) (PD)

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CERTIFICATION OF SECONDARY SCHOOL TEACHERS IN THE SOUTHERN STATES

By

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B. A., Tulane University, 1969

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CHAPTER I

INTRODUCTION

The need for developing a system which will insure the public of a high level of professional competence in teachers is reflected in literature related to teacher preparation and procedures for certification.

The problem of providing well-trained teachers for elementary and secondary schools has plagued our nation for decades. Any effort to improve the quality of education must start with a frontal attack on what a state requires for certification and what teacher education practices are expected.

Conant concluded from his study of teacher education that the main responsibility of the colleges and universities is to decide what a teacher needs to know in order to be able to teach.[1] It was precisely the lack of specified standards that created the situation with teachers' colleges where method courses proliferated and the values of a general cultural education were ignored, and with liberal arts colleges in which teachers were produced with some command of subject matter but little knowledge of children, the schools, the communities, or the kind of subject matter appropriate for school teaching. Standards for certification and requirements for teacher training are basis for major concern.

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[1] James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, 1963), pp. 213-214.

Statement of Problem

The chief purpose of this investigation is to study the certification requirements of secondary school teachers in the Southern States.

Subsidiary problems are:

1. To analyze current statements of certification personnel to determine the diversity in requirements for certification.

2. To determine the influences which have contributed to certification requirements.

3. To determine which states use performance-based (competency described) certification requirements and which use nonperformance-based (course prescribed) certification.

4. To find out what school personnel (state superintendents, state directors of certification, executive secretaries of accrediting associations, deans of schools of education, and classroom teachers) say about the requirements for certification.

5. To determine the current status and future direction of certification of teachers.

Importance of Problem and Justification of Study

While research in the field of teacher certification is limited, the large number of different writers who have discussed these areas during the last decade is indicative of the interest and concern about the problems involved in teacher preparation and certification.

In most of the professional literature the emphasis has been on opinions which are not substantiated by research. Now there are emerging forces that are willing to challenge the past methods of teacher preparation and certification.

Emphasis on performance-based certification of school personnel was the result of the 1970 Miami Beach Training Session for National Leaders in Teacher Education. Along with national education associations, eleven states participated in the conference. Florida and Texas were the only southern states represented. As a result of this conference, focus was drawn to the fact that something was amiss in our educational process and the basics lay in the general formula of prescribed-course requirements as the criteria for certification. "The commission pointed out that it was no longer possible or feasible for an agency to evaluate the qualifications for teachers by reviewing course titles on college transcripts."[2]

Many problems concerning classroom teaching and learning are related to teacher training; therefore, it is appropriate to examine the process by which teachers are trained and certified. The process of certification, based on specified course requirements, is being challenged on the grounds that performance is a better means of determining whether or not a person is competent as a teacher. "It is necessary to identify specific skills, knowledge, and attitudes which teachers are expected to possess and to establish settings, both preservice and inservice, wherein the identified competencies can be demonstrated and recorded prior to complete certification."[3] Certification in teacher education indicates the individual is a member of the profession and possesses all the requirements of a fully licensed member of that profession.

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[2] Joel L. Burdin and Margaret T. Reagan, eds., Performance-Based Certification of School Personnel (Washington, D.C.: Eric Clearinghouse on Teacher Education and the Association of Teacher Educators, 1972), p. v.

It is through the certification process at the state and local level that some problems dealing with teaching can be approached. The current processes of certification present many barriers that must be faced step by step. This will be a long and tedious process requiring much study and research.

If securing and examining information on factors which should influence certification requirements is of any value in future decision making, then an attempt to get this information from people nearest to the process is certainly worthwhile.

This study can be justified in that an attempt has been made to determine the existing certification requirements and the influences which continue to bring about certification changes for the purpose of characterizing the current status and predicted future in the field of teacher certification.

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[3] Ibid.

Scope of Study

The study is based on responses of state superintendents, directors of state certification, executive secretaries of accrediting associations, deans of schools of education, and classroom teachers. They responded to a "Questionnaire Pertaining to Teacher Certification and Practices for Secondary Schools." (See Appendix A.). The overall sampling has a more equitable representation than does the area of classroom teacher responses. All southern states are not equally represented by classroom teachers; however, the writer feels that the sampling is adequate for the study.

The distribution of responses by states is as follows: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

The primary purpose of the analysis of responses from state superintendents was to determine: (1) if certification was based on competencies or prescribed courses; (2) if there should be multiple certification within the state; (3) if certification should be changed; (4) who and what should determine needed changes; and (5) any recommended changes for certification.

The primary purpose of the analysis of responses from directors of state certification divisions was to determine: (1) the basis of certification in each state; (2) if certification in each state should be changed; (3) who and what should determine these changes; (4) date of last change; (5) reactions to reciprocal agreements and multiple certification; (6) prescribed course offerings in their state schools of education; (7) reactions to student teaching requirements; and (8) any recommended changes for certification practices.

The primary purpose of the analysis of responses from deans of teacher training programs was to determine: (1) if certification requirements were based on competencies or prescribed courses; (2) if the state requirements were perceived as being adequate; (3) if colleges or universities should consider reciprocal agreements; (5) the adequacy of the studentteaching program; and (6) any recommended changes for certification practices.

The primary purpose of the analysis of responses from executive secretaries of accrediting associations was to determine: (1) their recommendations for competency or prescribed-course certification of teachers; (2) recommended competencies on which to base certification; (3) who and what should determine competencies or prescribed courses; (4) whether or not multiple certification should exist within a state; (5) if states should have reciprocal certification agreements; (6) if national associations should determine certification requirements; and (7) if they could recommend any changes in teacher certification.

The primary purpose of the analysis of responses from secondary classroom teachers was to determine: (1) their knowledge of the current state requirements in which they teach; (2) if certification should be based on competencies or prescribed courses; (3) any recommended competencies for evaluating teachers; (4) if certification requirements should be changed; (5) who and what should determine changes in certification; (6) whether or not multiple certification was necessary; (7) if there should be reciprocal agreements among states; (8) if classroom teachers have confidence in the adequacy of education courses received in training; (9) if classroom teachers could recommend changes in courses in education which would better prepare them to teach; (10) if student teaching requirements are considered adequate in their state; and (11) any recommended changes for improving courses in education at training institutions in their state.

A review of the literature pertinent to the study of certification requirements is presented in Chapter II.

Chapter III presents historical developments of certification at the secondary level.

Chapter IV deals with methods and procedures employed in analyzing the data on which this study was made.

Chapter V presents the interpretation of data and findings of the study.

Chapter VI is a general summary of the problem and conclusions reached on prevailing conditions as reported by personnel included in this study.

CHAPTER II

REVIEW OF THE LITERATURE

Since the primary purpose of this investigation was to study the facts and ideas concerning certification of secondary school teachers, a careful survey was made of the literature dealing with *performance-based* and *nonperformance-based certification* as they apply to education. A review was made of the research studies which gave emphasis to teacher preparation and also of the studies that have considered certification an ally of teacher-training programs. Since expressed ideas of different persons help to form the basis of this study, the opinions of many different writers in the field of education were also reviewed.

The literature under consideration will be discussed according to four specific groupings, in the following order:

(1) Review of common usage in professional literature of the terms: certification, performance-based certification and nonperformance-based certification.

(2) Review of research studies that have identified certain major diversifications in teacher certification.

(3) Review of expressed opinions which are concerned with influences which affect change in certification requirements.

(4) Review of expressed opinions which are concerned with directions that certification regulations will take in the future.

Usage of Terms in Literature

While the basic meaning of a term is common to several areas of use, it may have several different meanings in different contexts. That is particularly true of the words "performance," "certification," "competency," and "license" for teaching. Therefore, in order to avoid a misconception, the following words will be used herein to carry the meanings established from the literature.

Performance-based certification is defined as a new flexible concept in certification process when the option is presented to teachers in preparation, or at points in mid-career, to identify the sets of criteria by which their own performance is to be judged and ultimately certified. Schools will then be in a position to identify the kinds of performance they want in the teacher they seek. Certification is then a verification of the fact that the teacher can perform as indicated in the records available.[4]

Many writers agree with Conant[5] that certification is the process set up by a state to ascertain that an applicant possesses the necessary requirements prior to being employed as a teacher. Certification requirements involve three things in each state. One is the total amount of preparation, the second is the amount of instruction in professional education, and the third is the amount of general education and subject-matter specialization.

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[4] Benjamin Rosner, et al., The Power of Competence-Based Teacher Education: A Report (Boston: Allyn and Bacon, Inc., 1972), pp. 56-57.

[5] Conant, loc. cit., p. 43.

Competency-based certification is an alternate term preferred by some educators but with the same definition as performance-based certification.

Kinney[6] asserted that the license is the document established by a profession for admitting others into the profession. Licensure is supposed to identify those qualified for practice.

Diversification in Certification

In the past decades, many works have described the diversity of certification requirements in the United States. The diversities among the southern states relate to types of certificates, professional and academic courses required, and other general requirements.

Various types of certificates are issued from state to state as well as within a state. Armstrong and Stinnett described the major diversities in the types of certification in the different states. They indicated that types of certificates were (1) according to the term, or duration of validity (classified in their manual as: life, permanent, limited, continuing, and provisional or probationary [temporary or probationary]); (2) according to levels of preparation (regular, standard, professional, emergency, or substandard. Limited and permanent certificates were used in some states to denote levels of preparation as well as terms of certification.); (3) according to authorization of teaching position or assignment--blanket or general (with no area, teaching fields, or subjects specified on the certificate); endorsed (each authorized teaching area, field, or subject endorsed on the certificate); and special field (either a separate certificate for each special field or one certificate on which separate special fields may be endorsed).[7]

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[6] Lucien Kinney, Certification in Education (Englewood Cliffs: Prentice-Hall, 1964), p. 141.

In a brief history, LaBue simplified the language of the types of certificates issued by states by classifying them: (1) according to the term or duration of validity; (2) according to levels of preparation; and (3) according to authorization of teaching position or assignment. This classification is quite similar to the one proposed by Armstrong and Stinnett.[8]

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[7] Wesley E. Armstrong and T. M. Stinnett, A Manual on Certification Requirements for School Personnel in the United States (Washington, D.C.: National Commission on Teacher Education and Professional Standards, N.E.A., 1959), p. 232.

[8] Anthony C. LaBue, "Teacher Certification in the United States: A Brief History," The Education Teachers: Certification. Official Report of the San Diego Conference, San Diego State College, June 21-24, 1960 (Washington, D.C.: National Council on Teachers Education and Professional Standards, N.E.A., 1961), p. 166.

With the certificates varying in type and descriptions, the only way to make certain that one could meet certification requirements in a given state, after completion of a college course, was to secure the exact prescription of that state.[9]

Types of certificates have been subsequently discussed by such persons as James B. Conant, Lucien Kinney, and T. M. Stinnett. Manuals published biennially by the National Education Association titled "Manual on Certification Requirements for School Personnel in the United States" and the ones published annually by the University of Chicago Press titled "Requirements for Certification" reflect variations in types of certification.[10]

Within the United States there is great diversity in professional and academic course requirements. Conant pointed out variations among the states in course requirements for certification. For example, to receive permanent certification to teach chemistry in the state of New York, a secondary teacher must have been a graduate of an accredited institution; have 30 hours beyond the bachelor's degree, completed within five years; have 57 semester hours in mathematics and science, which includes the equivalent of three full year courses in chemistry and mathematics; and 60 semester hours on the undergraduate level in general education. In addition to these requirements the candidate must also have 18 semester hours in education courses and 80 supervised periods of practice teaching in the field of chemistry.[11]

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[9] Laurence D. Haskews and T. M. Stinnett, Teaching in American Schools (New York: Harcourt, Brace and World, 1962), p. 97.

[10] T. M. Stinnett, A Manual on Certification Requirements for School Personnel in the United States (Washington, D.C.: National Commission on Teacher Education and Professional Standards, N.E.A., 1970), pp. 3-12.

Elizabeth H. Woellner, Requirements for Certification (37th Ed.; Chicago: The University of Chicago Press, 1972), pp. 4-5.

In contrast, the requirements of a chemistry teacher in another state were 30 semester hours of science, of which 12 had to be in the field of chemistry, itself. The general education requirements were lower, only 36 semester hours. Both states did require approximately the same amount of professional education, and both required practice teaching as a prerequisite for certification.

In the early sixties, a secondary school teacher graduating from a four-year college or university with prescribed courses could be certified by the institution as eligible for full-time employment by a local school board in almost every state. However, in the states of California and New Mexico, for example, a teacher was required by law to continue his formal education after employment. Usually salary increments were based on continuing education; thus, teachers were encouraged to obtain a fifth year in preparation in order to receive pay increases. Both Conant and

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[11] Conant, loc. cit., pp. 46-47.

Koerner[12] cautioned against a precipitate movement toward requiring five years of preparation.

T. M. Stinnett reported that secondary school teachers in Arizona, California, and the District of Columbia were required to have five years of preparation prior to initial appointment. In 18 states, an initial certificate was awarded; however, a fifth year of preparation must have been completed during teaching on the initial certificate. Only 11 states mandated the time period; this period ranges from 5 to 10 years for completion of the fifth year. The requirements in professional courses ranged from 12 to 29; the mode and the median were 18.[13]

Blount and Klausmeir indicated that the recommendations of the Committee on College Entrance Requirements in 1899, influenced colleges and universities in preparing secondary teachers in special fields. The Committee on College Entrance Requirements recommended that each student's high school record show that he had completed four units in a foreign language, two units in English, two units in mathematics, one unit in history, and one unit in science. These recommendations and the later requirements proposed and upheld by the Committee of Nine on the Articulation of High School and College, and the Carnegie Foundation for the Advancement of Teaching, with its development of the Carnegie unit concept, continued to exert a strong influence through the 1920's and are still in force in some high schools today. With this emphasis on the various subject matter, the schools of education were forced to meet these requirements which could ultimately affect professional and academic course requirements in secondary teachers' certification.[14]

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[12] Ibid., p. 261.

[13] T. M. Stinnett, "Teacher Certification," Review of Education Research, Vol. XXXVII, No. 3 (June, 1967), p. 249.

General requirements are specified in all states either by legislative law or by the state board. The general requirements for certification included qualifications based on age, health, United States citizenship (required by 30 states), oaths of loyalty to the state and federal government (required by 21 states), license fees and special courses. Twenty-one (21) states now use qualifying or proficiency examinations in some way. South Carolina, North Carolina, and North Dakota require specified scores on the National Teachers Examination as a prerequisite to the first certificate. Texas requires seniors in teacher education to take the National Teachers Examination so teacher education institutions can evaluate their program.[15]

On the matter of multiple-level certificates, Conant pointed out that permanent or highest standard certificates issued in many states are basically designed to encourage the continuation of in-service education. He felt that multiple level certificates were a device for further checking on teachers admitted to certification on the basis of reciprocity or of emergency. He encouraged the abolition of the multiple certificate.[16]

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[14] Nathan S. Blount and Herbert J. Klausmeir, Teaching in the Secondary School (New York: Harper and Row, Publishers, 1968), pp. 159-174.

[15] The Encyclopedia of Education, 1971, Vol. 8, 481.

Kinney stated that the use of objectionable multiplicity of credentials and specialty of authorization had followed the civil service practices in classification of position and prescription of requirements for preparation. He further stressed that broad areas of concern and responsibility are hindered since the classification of positions and specialization of credentials emphasized the differences among the identified groups.[17]

Kinney further asserted that licensure is the process by which a profession controls the quality of its membership and constitutes a stamp of approval and a badge of membership in the profession. Licensure is supposed to identify those qualified for practice. Citing the varying levels of certification requirements in the various states and the issuance of thousands of emergency certificates each year to persons with admittedly substandard preparation, he contended that teacher preparation cannot serve this function because it can give no assurance that the teacher is adequately prepared.[18]

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[16] Conant, loc. cit., pp. 241-42.

[17] Kinney, loc. cit., pp. 88-89.

[18] Kinney, loc. cit., p. 141.

Livingston researched the value of types of certificates. His study was to determine whether or not those teachers selected by individual principals as excellent on the basis of overall performance were also excellent on the basis of the type of certificate they held. His results indicated that those who were rated excellent on overall performance by their principals were also those who had received full training for their certificates and were not employed on a temporary or emergency type certificate.[19]

Closely related to Livingston's thesis, but approximately ten years later, Bledsoe[20] compared two basic groups--the provisional four-year certified group without the professional sequence in education and the professional four-year certified *with* the professional sequence. It was noted that the pattern of certification in Georgia made it possible to categorize teachers in either of these and related discrete groups. This category was used as a basis for the study in depth of samples of teachers representing the certification categories in his state. With the emphasis given to the central variable of certification status (and by inference, professional education), the findings of the study generally favored the professional teachers. One hypothesis was that the professionally certified beginning teachers are superior, on characteristics measured of the variables used by Bledsoe, to the provisional teacher.

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[19] Wilbur D. Livingston, *An Evaluation of Requirements for the Certification of Secondary School Teachers*, Dissertation Abstracts 17:08-1694; No. 21,597.

[20] Joseph C. Bledsoe, *Personality Characteristics and Teaching Performance of Beginning Teachers as Related to Certification Status*, Research (Athens, Ga.: The University of Georgia, 1966), p. 3.

From studies such as these, it is noted that the persons who have been trained as professional teachers perform better in the classroom than those who were admitted to the professions via emergency or temporary certificates. There is a current oversupply of college graduates seeking teaching positions.[21] (A more detailed picture of supply and demand is presented in Appendix F.) There should no longer be a need for any state to issue multiple-level certificates.

The question of teachers being able to transfer certificates from state to state continues to be a major problem in certification practices. Lack of agreement on the subject was found to exist among the population involved in the writer's study. The general unwillingness of the states to recognize equivalents or training is one of the most marked characteristics of our educational system.[22]

State certification directors in many states recognized the need for national reciprocity and in 1958 adopted reciprocal agreements. This meant a graduate of colleges or universities fully accredited by the National Council for Accreditation of Teacher Education would be given reciprocal certification in the states who adopted the agreement. The six Southern States which reported adoption were Alabama, Florida, Georgia, Kentucky, Louisiana, and Tennessee.[23]

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[21] "Special Report - The Job Gap for College Graduates in the '70's," Business Week, September 23, 1972.

[22] The Cyclopedia of Education, 1968, Vol. I, 561.

A year later, LaBue reported that seventeen (17) states indicated being signatories to regional compacts on reciprocity in teacher certification.[24]

Conant did not agree with the idea of the National Council for Accreditation of Teacher Education for certification. He felt the approved program approach was a more reliable means of certification. The state would examine the program prescribed within the state by each institution which trains teachers, and decide whether the courses offered are the right courses, whether they are well given, and whether adequate standards of passing and failing are maintained. He also suggested that teachers become involved in admitting others to the profession by acting responsibly as cooperating teachers. The professional organizations could then legitimately exert political force to have other states grant reciprocity. This method might be longer but it would come with greater justification and greater credit to the profession than that which could be obtained by the National Council for Accreditation of Teacher Education.[25]

Melaro cited the difficulty she had in seeking certification in two different states. Even though she was fully certified in her home state and possessed a master's degree, she lacked certain subject qualifications when applying to two other states. Challenged again were the certification practices in states which persisted in evaluating credential and credit hours rather than on competence and teaching.[26]

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[23] Armstrong and Stinnett, loc. cit., p. 240.

[24] LaBue, loc. cit., p. 166.

[25] Conant, loc. cit., pp. 229-31.

Don Davies stated that goals were within reach of each state to correct reciprocal problems and to have a legally recognized representative professional certification board and universal reciprocity in certification based on the National Council for Accreditation of Teacher Education.[27]

Armstrong and Stinnett reported that 17 states were members of regional compacts and 24 states were making some use of the National Council for Accreditation of Teacher Education to expedite the movement of teachers across state lines.[28] According to Stinnett, forty-four (44) states had some formal arrangements for reciprocity as early as 1964.[29]

Thomas stated that new knowledge should be injected into school systems and that one way to do so was to facilitate geographic mobility among teaching and administrative personnel. He continued that "nationwide recruitment provides a wider pool of applicants, reduces provincialism, and provides channels for bringing information gathered in other situations into the school system."[30]

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[26] Constance L. Melaro, "I Was Caught in the Meshes," NEA Journal (September, 1966); p. 18.

[27] Don Davies, "Needed Reform Underway," NEA Journal, (September, 1966), p. 19.

[28] Armstrong and Stinnett, loc. cit, 232.

[29] T. M. Stinnett, loc. cit., p. 250.

Efforts were reported in 1971 to bring about national reciprocity through a consortium of ten of the most populous states ostensibly in the hope that this compact may spread to other states. This consortium resulted in model legislation entitled Interstate Reciprocity Compact which by 1970 had been enacted into law by about 25 states.[31]

There is still no universal plan. According to the National Council for Accreditation of Teacher Education, there are 31 states that grant reciprocity privileges in certification of teachers who are graduates of institutions accredited by the National Council for Accreditation of Teacher Education. Eight of the eleven Southern States grant reciprocity privileges: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, Tennessee, and Texas.[32]

Influences on Certification

At the San Diego National Commission on Teacher Education and Professional Standards conference, Carman[33] traced the history of and current status of licensing for the professions. After the Civil War, the public denounced fraud, quackery, and incompetency, and demanded that remedial steps be taken to assure that competent teachers were employed to teach America's youth.

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[30] J. Alan Thomas, Governmental Cooperation to Improve Efficiency in Education, Committee for Economic Development, Supplementary Paper (New York: McGraw-Hill Book Co., 1969), p. 48.

[31] The Encyclopedia of Education, 1971, Vol. VIII, 48.

[32] 19th Annual List - 1972-1973, National Council for Accreditation of Teacher Education (Washington, D.C.: NCATE, 1972), p. 37.

[33] Harry J. Carman, "The Historical Development of Licensing for the Professions," The Education Record, Vol. XXXIX, No. 3 (June, 1958), pp. 268-270.

Thus the first steps were taken by local, state, and national associations or societies to enforce codes of ethics and standards of competence. This work was supplemented by state legislation since with the changing character of American society the several states became increasingly aware that they had a responsibility in safeguarding the public's health, welfare, and morale.

Kinney stated that a major influence in shaping the certification procedures was to establish and maintain up-to-date regulations and procedures for ongoing responsibilities such as a national accrediting agency and comparability of credentials, with approval of the State Board of Education. We were confronted with the basic difference of the civil service point of view in certification and the professional point of view of licensure.[34]

A representative view of legislative and citizen influences on certification was the outcome of the violent criticism of teacher education and certification arising from the launching of Sputnik. The Fisher Act in California, passed in 1962 and effective on January 1, 1964, was a result of this concern. The product of a citizens' advisory committee on education appointed by the legislature, the act was praised in some quarters and had unfavorable impact in other quarters. Overall results, according to Stone and Corey[35] were: (1) to increase state control of curriculum and teacher improvement at the expense of local control and (2) to authorize greater state control over teacher education programs at the expense of college and university control. The legislation did seek to simplify the certification structure by setting out a five-step system leading to a single credential. But each of the five steps became a credential system, and resulted in 140 combinations encompassed by a single credential. The act created a dichotomy between academic and non-academic areas. Academic majors for teachers included the sciences, humanities, mathematics, and fine arts. Non-academic majors in educational methodology and all subjects including principles of application (e.g., agriculture, business, conservation, physical education) were ruled out for teachers. According to Stinnett, the teacher of a nonacademic area was required to complete a minor in an academic area.[36]

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[34] Kinney, loc. cit., p. 142.

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[35] Arthur F. Corey, "The CTA Speaks Out for Higher Standards in Licensure of Teachers," California Education 3: 3-6, 12:, March 1966, as cited by T. M. Stinnett, "Teacher Certification," Review of Educational Research, Vol. XXXVII, No. 3 (June, 1967), p. 255.

James C. Stone, "Teacher Education by Legislation: The California Story Continued," Phi Delta Kappan, Vol. XLVII (February, 1966), pp. 287-291.

[36] T. M. Stinnett, loc. cit., p. 252.

Thomas pointed to urbanization as a major influence on education. He felt that communications between the more populous and less populous areas tend to be hindered. Campbell confirmed urbanization as an influence when he pointed out how most cities have established a category called "permanent substitutes," specifically noting that teachers in slum schools are in that classification.[37]

Another influence on teacher preparation and ultimate certification has been the all-university approach. During the training of teachers, the academicians as well as the educationists would be involved with teacher preparation. Silberman stated that putting educationists and academicians on an all-university committee will not, by itself, improve the education of teachers, or of anyone else. He cited New York State's Five College Project designed to test two major proposals of the Conant Report: (1) that state education departments drop all requirements for teacher certification except for a mandated period of practice teaching, delegating responsibility for deciding what constitutes adequate preparation for teaching to each individual college and university; and (2) that institutions receiving such a broad franchise take an all-university approach, whereby decisions about teacher education are made jointly by education and academic departments. The results of the committee were disappointing by further influencing the notion that faculty conflicts in the all-university committee deliberations exist and would continue to hinder the all-university approach for the responsibility of training of teachers for certification.[38]

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[37] Thomas, loc. cit., p. 51

Roald F. Campbell, Teaching and Teachers--Today and Tomorrow, Committee for Economic Development, Supplementary Paper (New York: McGraw-Hill Book Co., 1969), p. 113.

Silberman further stated that the academicians' abdication of responsibility for teacher education is that it left control of both teacher education and the schools in the hands of an informal and largely self-perpetuating educationist "establishment." The main components of the establishment are the state departments of education, the associations of education professors, public school teachers and administrators, teacher colleges and education schools, and the national and regional accrediting agencies. He indicated that all roads in the establishment led to the National Education Association. And this establishment power which they wield stems directly from its control over the certification machinery--the rules and procedures which in each state determine who can hold a teaching certificate or license.[39]

Kirk[40] terms the major influence on the education certification process as "educational bureaucrats" and that, "of all educational bureaucrats, the teacher-certification bureaucrat is most insufferably ignorant." He cited a case in which an individual from Florida wanted to teach in a community college. He possessed a post-graduate degree conferred by the Archaeology Department of the University of London, but the letters M.A. did not appear on the diploma. He presented his letter of evaluation, from the Oriental Institute at the University of Chicago, to the certification division in Florida. A person within the Florida certification office asked him in what state the University of Chicago lies--so that he could check on the accreditation of that university.

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[38] Charles E. Silberman, Crisis in the Classroom. The Remaking of American Education (New York: Random House, Inc., 1970), p. 431.

[39] Ibid.

[40] Russell Kirk, "The Oligarchs of Certification," Human Events, Vol. XXXII, No. 31 (July 29, 1972).

Kirk emphasized that "academics and scholarly state institutions seemed to be controlled, to a very large degree, by mere clerks in the state educational department, and that these 'clerks' are the ones who currently appear to be in control and totally influence who does or does not get the door open to receive certification in a particular state."

Saretsky and Mecklenburger[41] felt the question of teacher certification may soon be settled in a legal court. They indicated that doctors and lawyers are sued for malpractice; and thus, if certification is the licensure for the teacher profession, in some cases where quality of education is demonstrably poor, there is reason to believe that consumers may legitimately take action in courts. They questioned whether teacher certification prevents the best schooling. And thus, if this is ever presented in court, all influences on teacher education certification will stem from the law.

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[41] Gary Saretsky and James Mecklenburger, "See You in Court?" Saturday Review of Education, Vol. LV, No. 42 (November, 1972), p. 55.

The Future of Teacher Certification

It was suggested by LeSure that the historic role of certification requirements as a tendency to prescribe teacher education programs was on the way out. His point was that state requirements set minimum standards, minimums aim only at adequacy, and adequacy might result in mediocrity. Transcript credits are not adequate measures of quality. Only the preparing institutions dedicated to quality can select and prepare teacher candidates and measure the product of its program.[42]

Conant suggested the restricted state approved program approach, whereby institutions are examined by the state to ascertain that the school is meeting state requirements and, if so, granted permission to grant certification of teachers. Conant contended the basis of this was a better balance between state controls and controls by the preparing institutions. In essence, he proposed a restricted sphere for the legal authority and greater leeway for the college faculty in determining the teacher education program. He specifically indicated that states should focus their attention on practice teaching, and urged state education departments to drop all other requirements for certification. He dismissed the idea that certification should follow the direction of the National Council for Accreditation of Teacher Education.[43]

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[42] James S. LeSure, "Teacher Certification: Is Overhaul Enough?" Saturday Review (January 19, 1963), pp. 73-78.

However, Mayor and Swartz[44] made a comprehensive study of the influence of the accreditation in teacher education on higher education and reported that the National Council for Accreditation of Teacher Education has gone through an evolutionary process that has improved its effectiveness and considerably increased the flexibility of the certification process.

Campbell[45] indicated that the future will probably bring a number of changes to teachers and their preparation for credentials. He said the demand for teachers would continue to be brisk, enrollment will increase; and as the inner city problem receives more attention, an attempt will probably be made to saturate slum schools with more teachers, teacher-social workers, and teaching assistants. All of this suggested the need for more trained teachers (licensed) and also for greater differentiation among teacher roles.

Thomas[46] felt the direction should be that teachers and administrators should regard themselves as members of a nationwide set of colleagues with professional standards of excellence. Although there are fifty independently operating state school systems in the United States, a number of forces are working in the direction of greater uniformity and closer ties. One-third of the states are now members of Compact (Interstate Commission for Planning a Nationwide Educational Policy). Membership representing the Southern States includes *Florida*, *Kentucky*, *North Carolina*, and *Virginia*.

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[43] Conant, loc. cit., pp. 231-239.

[44] John R. Mayor and Willis G. Swartz, Accreditation in Teacher Education: Its Influence on Higher Education. (Washington, D.C.: National Commission on Accrediting, 1965), p. 311.

[45] Campbell, loc. cit., p. 115.

[46] Thomas, loc. cit., p. 48.

Directions in teacher education have received a new thrust via certification. As a result of the 1970 Miami Beach Training Session for National Leaders in Teacher Education, national interests have turned toward a performance-based (or competency-based) identifier for certification.[47]

The major directions in upgrading teacher education are now centered on a competency-based approach to certification. In his description of the Washington State efforts to establish a competency-based program, Andrews[48] traced the forces involved in establishing competency-based programs and pointed out that many things are done, or not done, in teacher education because of the real or imputed influence of the state certification office. Washington State attempts to break the excuses for the state certification office and has indicated that educators in schools and colleges, members of professional organizations, and representatives of community groups will set up programs which will enable teachers to perform in the way these groups see they should perform. When these criteria are met, the state is agreed to certify those teachers.

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[47] Burdin and Reagan, *loc. cit.*, p. v.

[48] Thomas A. Andrews, *New Directions in Certification* (Washington, D.C.: Association of Teacher Educators, 1971), p. iii.

During March and April 1971, the committee on National Program Priorities in Teacher Education was formed. The committee developed its work under the United States Office of Education and the Department of Health, Education and Welfare. The results were published in 1972. The contention of the committee findings was that reform in teacher education should focus on two themes: (a) the development of curriculum strategies, and (b) the development of a nation-wide system for confirmation of the outcomes of teacher education.[49]

The nation-wide system for confirmation arises from the idea of performance-based teacher education and certification. Florida and Texas presented plans for proceeding in this direction at the 1970 Miami Beach Conference.[50]

Standards were prepared by the Evaluative Criteria Study Committee of the American Association of Colleges for Teacher Education and adopted by the National Council for Accreditation of Teacher Education on January 15, 1970. These standards state that experimentation and innovation are essential to improvement of teacher education programs and that colleges and universities are responding to pressing social needs by developing programs to prepare teachers with special competencies or to prepare new types of teachers. The recommendations which the American Association of Colleges for Teacher Education expressed for teacher accreditation appear to exert an overall pressure for those colleges training teachers to work toward establishing competency-based requirements for future teachers.[51]

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[49] Benjamin Rosner, loc. cit., 260.

[50] Burdin and Reagan, loc. cit., 140.

At the 1973 National Convention of the American Education Research Association held in New Orleans, Louisiana, fifty-five symposiums were conducted on teacher training and certification. Seven of the sessions were specifically devoted to competency-based or performance-based factors in teacher education. Houston[52] discussed program development in performance-based teacher education. He indicated the essential element of a performance-based program is emphasis on teaching the student what he needs to do as a teacher in order to facilitate educational growth and change in students.

At the same symposium, Andrews[53] discussed performance-based certification. He presented an analysis of the problems a state faces when it attempts to initiate a performance-based certification system. Distinctions were made between the problems of performance-based teacher education and performance-based certification policies. Some of the problems involved in placing certification of teachers on a performance basis had political overtones.

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[51] The Councils Committee on Standards and Process, NCATE Standards for Accreditation of Teacher Education (Washington, D.C.: NCATE, 1972), p. 6.

[52] W. Robert Houston, Competence-Based Teacher Education, speech and paper presented in New Orleans at Symposium of NERA, February 25-March 1, 1973.

[53] Thomas A. Andrews, speech presented at symposium on Performance-Based Teacher Education: Issues and Strategies - Performance-Based Certification, NERA Conference at New Orleans, February 25-March 1, 1973.

There is an indication that a state must proceed with caution in developing a competency-based certification system. The art of teaching is an acquired skill but the identification of these skills in an individual is rather difficult to pinpoint. Weigand compiled seven of the most critical competencies to be achieved by the classroom teacher if effective instruction is to materialize. These competencies were: (1) Formulating Performance Objectives, (2) Evaluating Progress, (3) Sequencing Instruction, (4) Knowing Intellectual Developmental Stages, (5) Developing Creativity, (6) Developing Question-Asking Skills, and (7) Interpersonal Transactions.[54]

Lewis states that when behavioral objectives are to be used as a device for measuring teacher accountability, the teaching staff must be organized into an evaluating team so that it may evaluate its own effectiveness. He felt that it is much more preferable from the standpoint of objectivity and efficiency to have a team of persons evaluating teacher performance from several viewpoints, rather than the subjective and sometimes restrictive evaluations completed by a principal or another single administrator.[55] Thus, a major problem in adopting a competency-based certification program is the identification of specific skills or competence needed by a teacher.

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[54] James E. Weigand, ed., Developing Teacher Competencies (Englewood Cliffs, N.J.: Prentice-Hall, 1971), pp. 1-2.

Summary

Studies have revealed much controversy and discussion concerning diversifications in certification. This is particularly revealed in the recurring referrals in the literature to (1) the many types of certificates issued, (2) the mobility of teachers and restrictions on reciprocal arrangements among the states, (3) the matter of teacher preparation and variety of curricula among the schools of education and (4) the general and professional course requirements for certification in a particular area of teaching.

Expressed opinions in the literature indicated much diversity exists in the matter of certification procedures and policies. Although critical of current practices, the common aim was expressed as a desire to obtain some uniformity in the various states' practices with the ultimate goal of establishing teaching as a profession. Current literature deals more with issues involved in performance/competency-based and prescribed course certification process than endorsing the adoption of any single approach.

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[55] James Lewis, Jr., Differentiating the Teaching Staff (West Nyack, N.Y.: Parker Publishing Company, 1971), pp. 29-34.

CHAPTER III

HISTORICAL DEVELOPMENT OF CERTIFICATION AT THE SECONDARY LEVEL

Development of Public Secondary Schools

For most of the colonial period the training of teachers was given little thought or attention by colleges or schools. Grammar school teachers usually had to have college training, but the colleges apparently did not recognize teaching in the schools as an occupation or profession worthy of special training or instruction beyond that of the regular course of study for a liberal arts education. Apprenticeship was sometimes used as a method of preparation for teaching.

In Massachusetts, the law of 1827 specified that towns of four thousand inhabitants were required to have a master to teach Latin, Greek, history, rhetoric, and logic. This law is often described as the first to make the creation of high schools mandatory.

High schools did not rapidly increase in number following the pioneer efforts in Massachusetts. Even in the period leading up to the Civil War, secondary education was dominated by the academy, and the development of the high school was not to come until after the Civil War.

The idea of creating public-supported secondary schools for all youths was implemented in Michigan in the Kalamazoo decision in 1872 when the Supreme Court of that state ruled that school boards could levy and collect taxes for the support of secondary schools. This decision brought to an end the establishing of new Latin schools and academies.

With the establishment of the "free" school system, all states entering the union after the decision also provided for free secondary schools and by 1900 the free public high school was universally accepted as a continuation of the elementary school.

Teacher certification in the United States was a loosely organized hit-or-miss operation until the founding of the state school systems during the period 1820 to 1865, and remained almost exclusively a local concern until about 1900.

As evidenced by Table 1, teacher education and certification which exist in the high schools of the southern states are a result of a relatively short historical period.

In spite of overwhelming difficulties, a slow and steady advance was seen in the South--an advance which accelerated into a genuine educational revival after the turn of the century. By 1918 the region as a whole lagged considerably behind the rest of the nation in educational accomplishments but enough progress had been made to justify hope and optimism for the future. And with this expansion,

TABLE 1

HISTORICAL BACKGROUND IN DEVELOPMENT OF HIGH SCHOOLS IN THE SOUTHERN STATES*

State	Date Statehood	State	Date Established Public High School Education System	
Alabama	1819	22nd	1854	1907[c]
Florida	1845	27th	1868	1903[d]
Georgia	1788**	Original 13	1872	1910
Kentucky	1792	15th	1838	1794[e]
Louisiana	1812	18th	1845	1894[f]
Mississippi	1817	20th	1869	1910[g]
North Carolina	1789	12th	1840[a]	1907
South Carolina	1788**	8th	1895[b]	1895[h]
Tennessee	1796	16th	1873	1909
Texas	1845	28th	1854	1911
Virginia	1776**	Oldest of 13 Original States in Point of Settlement	1870	1906

* Intervening years of Civil War (1865) and Reconstruction period played major part in hindering progression of a solid high school system until the 20th Century.

** Original member of 13 colonies. Date indicated is date of ratification of Federal Constitution.

a. Constitution of 1776 provided for public school system. First public school was built by the state in 1840.
b. Free schools were established in 1811; however, it was not until 1895 Constitution that tax support was provided.
c. County high school system.
d. Period since state has offered aid to high school system.
e. State's first public school (academy).
f. Louisiana Industrial Institute at Ruston, La. Vocational in nature.
g. 1908 bill established first agriculture high school for whites. Declared unconstitutional in 1909. Agricultural high schools for all were set up in 1910.
h. Although 1895 constitution set up, tax support for high schools in S.C. as we know it today was developed in early 20th Century.

during the first quarter of the twentieth century, state boards of education and local school systems started to require minimum essentials both in subject-matter courses and in courses in professional education for teachers. The requirements for everyone who wished to teach in the public schools were raised gradually in state after state.

The comprehensive high school has become the most typical kind of institution for youth throughout the country and is largely a distinctively American creation.

State Involvement in Public Secondary Schools

The primary responsibility for education rests with the states. This tradition is soundly based in law. Despite the United States Constitution's lack of reference to education, it still serves as the basis for a key concept undergirding the operation and maintenance of a system of public education. The Tenth Amendment provides that powers not delegated to the Federal Government by the Constitution nor prohibited by it to the states are reserved to the states or to the people. Basic authority for a system of public schools stems from the constitution of the various states. This principle is firmly established in law. In either their constitutions or their statutes, or both, all fifty states create some form of public school system. Generally, they follow the pattern: people, constitution, state school board, state superintendent (Chief State School Officer), and the state department of education.

State boards of education perhaps derive greatest authority from the fact that they often control the state colleges of education and the certification of teachers. Their control of certification enables them to decide what candidates must do in order to become certified teachers. Thus, they control the supply of teachers, the kind of training these teachers receive, and the curriculum and influence of teacher-training institutions.

Usually the chief state school officer is appointed by the State Board of Education. This board is either appointed by the governor or elected by the people. In numerous states, however, the chief officer is elected.

The chief state officers (superintendents or commissioners) are elected in Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, and South Carolina. The chief state officer is appointed by the governor in Tennessee and Virginia; in Texas the commissioner is appointed by the State Board of Education.

These eleven persons make education decisions which influence the destiny of twenty-four percent of the total national population. Whether elected or appointed, he has under him, generally, a professional and clerical staff known as the State Department of Education. State education departments have various administrative responsibilities. State departments, especially their executive officers, inevitably become involved in policy-making since they often possess expertise needed by state board members and legislators.

A powerful force within the state department of education is the director of teacher education and certification. He is the external link between states and the internal link between the chief state school officer, the board of education and the training institutions. He can wield tremendous influence on matters of policy decisions, recruitment and retention of teachers and school staffs, and particularly influence curriculum and prescribed prerequisites at the schools of education within his state.

Curriculum Development

Another evidence of the change has been the very great expansion of the curriculum and activities of the American high schools in the last thirty to forty years. Not only was there expansion in the number, range, and type of subjects such as English, speech, the foreign languages, mathematics, the social sciences, and the physical and natural sciences, but also in what many called the non-academic studies, such as the various branches of physical and health education and recreation, the fine and industrial arts, music, home economics, commercial and business subjects, and other technical, shop and laboratory studies looking directly toward vocational or occupational employment.

Many new services in guidance, psychological testing, vocational adjustment, remedial instruction for the physically handicapped, mentally retarded, intellectually gifted, emotionally maladjusted, and new programs of work experience and extra-curricular activities were also vastly expanded.

These developments were a recognition in some that the aims and programs of the American high school had drastically altered since the days of the Latin grammar school, the academy, and the early public high schools.

Parallel with the increased development of curriculums in the high school, demands for the training of teachers qualified to present the variety of subject matter were increasing. With the increase in quality demanded of teachers, the method and requirements for entry into the profession gradually changed. The latest scientific techniques and methods of education were applied. The foundations of a new disciplined study of the field of education were begun. Thus, there developed concerted and frequent demands for some sort of certification for teachers.

Teacher Education

In the early 19th Century, quite often the teacher was the daughter or some other unmarried female relative of the local district prudentialman. She had completed the common school, and in a very limited number of instances she had attended a local academy for a short period of time. The tradition of schoolkeeping rather than schoolteaching was strongly implanted. The teacher's job was to keep order--to keep the class intact. In the upper grades, as often as not, this meant that the teacher had to be able physically to subdue the larger members of the class. In general, good moral character was the principal--often the only--qualification for the post.

Professional Training of Teachers

The rising demands for improvement of teachers by more adequate teacher training began to yield results in the

1820's and 1830's. The influence of European methods cannot be underestimated. Americans such as Horace Mann, Henry Barnard, Calvin Stowe, and Charles Brooks published enthusiastic descriptions of teacher-training facilities abroad. Their reports were important stimuli for the establishment of similar facilities in America.

These appeared in America in the form of the normal school. The first normal schools in America were private schools in 1823. They were graded at the academy level and offered a course much like the English one in the academies, adding several subjects in teaching methods, discipline, and the management of children. These first private schools were of great importance, for they influenced the course of teacher training in the private academies which trained the great majority of American common school teachers before 1865.

Of even greater importance, however, was the founding of the first public normal schools. The first of its kind in the United States was opened at Lexington, Massachusetts, in 1839.

Brief mention should also be given to teacher institutes, which expanded rapidly in the later 1840's and 1850's. The idea seems entirely American in origin, and credit for their origin is usually given to Henry Barnard.

The idea rapidly spread to enjoy public support by 1845. For many the less formal arrangements of the institutes had to suffice in place of normal schools. Yet, all too often, these gatherings of teachers took on a highly formal atmosphere.

Whereas the original purpose had been to improve teaching by group discussions of methods, it was not long before they became simply teaching situations in which further information in the common branches was imparted.

A final word should be said about evidence of the beginnings of teacher training in established colleges and universities. Although this movement must be thought of largely as a post-Civil War development, lectures on the "art of teaching" and pedagogy began to appear at Washington College (Pennsylvania) in 1831, at Brown in 1850, and at the University of Michigan in 1860.

As techniques and methods in the field of education were increased and improved in the training of teachers, it became necessary to establish guidelines for the profession. These requirements came to be known as "certification."

Teacher Certification Procedures

Toward the end of the century the increasing centralization of educational control began to affect traditional local autonomy, and by 1911 a majority of the states had passed certification laws. In that year, fifteen had arrangements whereby the state issued all certificates, two had arrangements whereby the state prescribed rules and examinations, but county authorities issued some certificates, while ten had arrangements whereby the state made regulations and examination questions with the county as administrative agent and certifying authority. Ten years later, there were twenty-six states in the first category, seven in the second, and ten in the third. Clearly, local control of certification was rapidly being replaced by state authority.

Another phase of this movement involved the general upgrading of requirements and prerequisites for certification. During the decades following the Civil War, the most general manifestation of this movement was an increase in the number of students granted teaching certificates on the basis of normal school diplomas in lieu of examinations. During the first decade of the twentieth century a number of states began to require high school graduation for an elementary school teaching certificate. Indiana passed legislation to this effect in 1907, and Utah followed suit in 1911. Other states began gradually to increase the number of years of secondary instruction required from one to two, three, or four. By 1921 four states already required high school graduation and some professional training of their teachers; fourteen states required four years of secondary school but made no stipulation concerning professional training; and the remaining thirty made no definite academic requirements. The pattern of increasing certification requirements, however, had been definitely set, and the decade following 1921 witnessed continuing movement in this direction.

Brief mention should be made of special requirements in education or pedagogy courses as part of the certification requirements. As the study of education came into its own, more and more states saw it as necessary to the training of a teacher. By 1910 more than three-quarters of the states mentioned education courses in the requirements of one or more certificates. Others had elaborated regular programs of required education courses such as history of education, principles of teaching, educational psychology, school law, theory and practice of teaching, etc. Here, too, the pattern had definitely been set, and succeeding decades saw primarily its further elaboration.

Certification policies as they currently exist in the eleven states in this study are quite diverse. For an overall view of professional and general requirements for certification, Tables 2 and 3 are presented. (More detailed information on requirements for initial certificates are found in Appendix E.)

Table 2 indicates the general education requirements for certification in the eleven southern states in 1972.

Table 3 shows the variations in professional education course requirements in the eleven states in 1972.

As an example of the diversity of requirements which currently exist among the southern states, a teacher who wishes to be certified to teach mathematics in the secondary school system in Mississippi must have graduated from any college or university accredited by the Southern Association of Colleges and Schools or the State Department of Education. The academic requirements totaling forty-eight semester hours are to include twelve hours in English, twelve hours in social studies, six hours in biological science, six hours in

TABLE 2

GENERAL EDUCATION AND SUBJECT MATTER REQUIREMENTS FOR PROVISIONAL CERTIFICATION

		Specialization Requirements in Four Secondary Subjects			
State	General Education	English	Social Sciences	Mathematics	Foreign Language
Alabama	44	24-30	24-30	24-30	24-30
Florida	45	30	30	21	24
Georgia	30	24	24	45	30-40[a]
Kentucky	45	48	38	48	48
Louisiana	46	24	24	18	24
Mississippi	48	30	30	24	18[b]
North Carolina*	48	36	42	30	30
South Carolina	45	36	30	18	18[b]
Tennessee	40	24	36	18	18
Texas Approx.	60[c]	30[c]	30[d]	30[d]	30[d]
Virginia	48	30	42	27	30

* Approved Program Approach in N.C. Requirements for irregular people seeking Certification.

[a] Thirty hours in classical languages. Forty hours in modern languages.

[b] Twelve hours if introductory courses were completed in high school.

[c] Three hours in Federal and Texas constitutions, and three hours in American history.

[d] Completion of approved graduate program in area of specialization--30 semester hours.

physical hygiene, three hours in speech and three hours in fine arts. The requirements are to total twenty-four semester hours. Of these twenty-four hours, fifteen semester hours are to be in algebra, trigonometry, analytical geometry, and calculus. Six of these fifteen semester hours must be in calculus. Nine of the twenty-four semester hours are to be in at least two of the following areas: abstract algebra, modern geometry, foundation of mathematics, probability and statistics. The professional requirements in education are

TABLE 3

REQUIREMENTS IN PROFESSIONAL EDUCATION FOR PROVISIONAL TEACHING CERTIFICATION

State	Professional Education	Practice Teaching*
Alabama	21	6
Florida	20	6
Georgia	18	6
Kentucky	17[a]	8[b]
Louisiana	18	4
Mississippi	18	6
North Carolina	18	6
South Carolina	18	6
Tennessee	24	4
Texas	18	6
Virginia	15	6

* Practice Teaching credit is included in Professional Education.

a. Pre-provisional requirements are 12-18 semester hours to include Foundations of Philosophy, Psychology, Sociology, and Anthropology.

b. A teacher who has taught successfully for 4 or more years is required to take only 4 semester hours of practice teaching or a seminar of 4. A teacher who has had 2 years of experience may take a seminar dealing with professional problems instead of the 8 semester hours in practice teaching.

to total eighteen semester hours--three hours in educational psychology, six hours of principles of teaching in secondary schools and secondary methods (three semester hours must be in secondary schools) and six hours in directed teaching.

In contrast, the brochures on requirements for a professional certificate to teach high school mathematics in the state of South Carolina states that the applicant must possess a bachelor's degree and a composite score of 975 on the National Teacher Examinations with a minimum of 450 on the

Common Examinations and 450 on a teaching area examination. Forty-two to forty-five semester hours are required in general education--twelve semester hours in English, twelve semester hours in biological and physical sciences, twelve semester hours in social studies, two to three semester hours in health, and four to six semester hours in art and music. Eighteen semester hours are required of college mathematics including calculus. The professional education requirements are the same as in Mississippi.

These examples were cited to show differentiated processes of requirements for certification.

In certain states, such as South Carolina, only one type of certificate known as the Professional Certificate is awarded; while in Mississippi certificates are typed Class AA, Class A, Class B, Class C, and Class A Permit.

Multiple-level certificates are used in seven of the eleven states in this study. However, this type classification of teachers' certificates appears to be cast aside by those states moving into the competency/performance-based method of teacher certification. Notably, South Carolina has one basic certificate known as the Professional Certificate. One other type certificate known as the Warrant Certificate is available to persons with shortages in course requirements and/or score requirements for the Professional Certificate; however, there is a required score for Warrant status. The composite score on the National Teacher Examinations must be between 850 and 974, with not less than 400 on each section.

Effective July 1, 1974, the Career Professional Certificate shall be the standard certificate in Georgia and shall be issued on the completion of a master's degree based on an approved program with the recommendation of the institution conferring the degree and three years of teaching experience and the recommendation of the employing superintendent.

Another major diversity in requirements is the matter of reciprocity in certification. There are no current national standards, but certain southern states do recognize a teacher's credentials issued by either an educational institution accredited by the National Council for Accreditation of Teacher Education or by participation in an Interstate Agreement on Qualifications of Educational Personnel Compact.

There are thirty-one states nationally that grant reciprocity privileges in the certification of teachers who are graduates of the National Council for Accreditation of Teacher Education accredited institutions. Alabama, Florida, Georgia, Mississippi, North Carolina, Tennessee, and Texas are among these participants.

Another concern is the means of evaluating classroom teachers for certification by the administering of the National Teacher Examinations. This examination was originally developed by the American Council on Education. In 1940 large local school boards approached the American Council on Education and asked for help in developing more objective and statistically refined tests to use in evaluating how well prepared their teachers were as far as their academic background. The tests were aimed at developing norms on a nation-wide basis.

In 1947, the Educational Testing Service of Princeton, New Jersey, took over the program and administers it in much the same way as the American Council on Education did.

The examinations are primarily objective standardized achievement tests. The National Teacher Examinations Prospectus for School and College officials describes the tests as an attempt to provide standardized measurements of the academic achievements of college seniors completing four-year programs of teacher education.

Approximately 120,000 of the nation's seniors or graduates of teacher-training institutions take the test each year in test centers throughout the country.

A decline in the rate of growth of the school age population and the loss of some students to private schools have combined to reduce the need for more teachers and in some cases reduced existing staff needs. Better salaries in the past few years have helped personnel directors in recruiting teachers, and consolidation of schools resulting from desegregation plans has also reduced the teacher demand. (See Appendix F.) Because of these facts, school system personnel feel that use of objective criteria--such as the National Teacher Examinations--will allow them to choose the best qualified teacher from an increasing number of candidates.

The use of the National Teacher Examinations as a requirement is strongly considered as the basis for determining the competency/performance-based basis for teacher certification in lieu of specified agreements as to "what makes one competent to teach." Although experts generally agree that knowledge of a subject may not guarantee success to a teacher, they also agree that without such knowledge success is unlikely. If general agreement can be reached on this one point, then the question of whether the National Teacher Examination is a valid test as far as content and predictability are concerned becomes significant.

As for content, it has been noted that the National Teacher Examinations claim content validity because their material is drawn from widely used textbooks, state and local courses of study, standards of accrediting and evaluation, committees of representative teachers and supervisors and special study commission reports.

Still the question of whether or not to use the National Teacher Examinations evokes many comments when the subject is raised.

Summary

The development of certification for secondary teachers has run parallel with the development of the high school system which exists in our country today. With the consensus of states' autonomy, it is generally accepted that some control at the state level will continue to be exerted as to the training of teachers and the ultimate entry into the profession.

TABLE 4

SOUTHERN STATES USING THE NATIONAL TEACHER EXAMINATION

State	Total No. of Systems	No. Requiring Use of NTE**	% Requiring Use of NTE***	No. Suggesting Use of NTE**	% Suggesting Use of NTE***
Alabama	118	3	2.5	4	3.4
Florida	67	0	0.0	9	13.4
Georgia	190	11	5.8	43	22.6
Kentucky	192	0	0.0	0	0.0
Louisiana	66	13	19.7	5	7.6
Mississippi	150	11	7.3	4	2.7
N. Carolina	152	5	3.3	0	0.0
S. Carolina	93	3	2.2	0	0.0
Tennessee	147	13	8.8	1	0.7
Texas	1,186	3	0.3	0	0.0
Virginia	134	8	6.0	8	6.0

Seventeen states have one or more school systems which require the use of the NTE, ranging from one in Illinois, Missouri, New Jersey, and Oklahoma to 13 in Louisiana and Tennessee. The percentage of Louisiana school systems requiring the use of the NTE, 19.7%, is the highest in the nation.

Thirty-one states, plus the District of Columbia, have one or more systems which either require or suggest the use of the NTE, ranging from one in the District of Columbia, Indiana, Iowa, Maine, Maryland, Michigan, New Jersey, and Washington to 54 in Georgia.

*National Education Association, Research Division, *Rankings of the States* (1971).

***Educational Testing Service, National Teacher Examinations Score Users* (July, 1971). These systems require or suggest use of the NTE for some or all teaching positions.

***Percentages to the nearest tenth.

The current status of certification methods and practices differ from state to state. Changes are continuous, opinions vary, and the future of certification will be a controversial subject not only within the various states but also in its relationship to other states.

CHAPTER IV

INVESTIGATION PROCEDURES

One primary purpose of this investigation was stated in Chapter I. The reader will recall that a study was to be made of the current status of certification policies and procedures for secondary teachers.

A review of the literature pertinent to this study was presented in Chapter II. From this review it was found that prior studies and research have been conducted within a wide variety of conceptual framework[illegible]jor areas of concern in education appear to center on [illegible] diversity in certification from state to state, the matter of reciprocity among states, and multiple certificates issued within the various states. What seems to be lacking in previous studies is a context of sound theory in these areas. Most studies of the problem of certification seek ad hoc solutions to immediate problems with relatively little regard to theoretical meaning of long-range productiveness.

As the terms "performance-based certification" and "nonperformance-based certification" (previously defined in Chapter II) are understood by the writer to be different criteria by which a person can be admitted to the teaching profession, an effort was made to determine the significant characteristics of differing criteria from those most directly related to and affected by the process of certification.

Selection of Population

The education leaders continue to express concern over the constantly increasing complexity of teaching. They relate these compounded demands upon individuals to inservice and preservice education for teachers and, in turn, to the certification of teachers.

Despite conflicting strategies for shifts in decision-making power relevant to the education and licensure of teachers, the agencies involved in declaring individuals able to teach (colleges, public schools, and state agencies) have remained somewhat the same.

The professional literature indicates the time is rapidly approaching when it will no longer be feasible for an agency to evaluate the qualifications of teachers by the standard procedure of reviewing course titles on college transcripts. Throughout the nation, a closer look is being taken at all phases of teacher education in an attempt to make certification more representative of professional competency.

In order to take a partial look at certification through the eyes of those agencies most directly involved, representative persons within the agencies were identified. At the state department level, the state superintendent and director of certification were identified. One agency closely related to the state departments as well as to the colleges of education is the accreditation association. Although this study deals specifically with the southern states, all nationally recognized regional associations were considered. They are the Middle States Association of Colleges and Schools, New England Association of Colleges and Secondary Schools, North Central Association of Colleges and Secondary Schools, Northwest Association of Secondary and Higher Education, Southern Association of Colleges and Schools, Western Association of Schools and Colleges, and at the national level, the National Council for Accreditation of Teacher Education. The person most directly responsible for the teacher training program is the dean within the college of education. Classroom teachers represent the largest single category of persons certified by the state department of education; therefore, it was decided to include their reactions on teacher education and certification.

Questionnaire Design

Since this study is an attempt to find facts and opinions of those persons most directly involved in the process of certification, it is viewed as a descriptive survey intended to yield not only descriptive but also enumerative information. It is not designed to "explain" anything or to show relationships between one variable and another; however, it is possible that the data could be used to make predictions about the immediate future of certification of teachers. While some information can best be determined from one agency as opposed to another, opinions from all agencies can be considered. It can be interesting to see how persons in different positions, therefore, react to some questions of the same nature. (Correlation becomes applicable.)

The subject of questionnaire design is intimately related to the general design of the survey; therefore, questionnaires were designed for each agency. Since the main function of the instructions is to compensate for the absence of an interviewer, clarification of instructions needed to be determined before they were mailed to the agencies. The writer administered the five questionnaires to a group of 15 persons who were active in the teaching profession. Respondents were asked (1) to read the instructions, (2) to indicate any question concerning clarification or interpretation of the instructions, and (3) to respond to the questions.

The responses were studied and appropriate changes made. Revisions were made by the writer prior to submitting the questionnaires to the subjects in the eleven states involved in the study.

Time Schedule for Distribution and Collection of Responses

Copies of these questionnaires were mailed to respondents during a three-week period beginning October 22, 1972. Completed questionnaires were received between November 15, 1972 and February 3, 1973. The percentage of returns is listed in Table 5.

TABLE 5

CLASSIFICATION AND DISTRIBUTION OF QUESTIONNAIRE RETURNS

Classification of Respondents	Number Surveyed	Responses Number Responses	Per-centage
State Superintendents	11	11	100.0
Directors of State Certification	11	11	100.0
Accrediting Associations	6	4	66.6
Deans of Education	55	41	74.5
Classroom Teachers	275	210	76.4
Total	358	277	77.65* 85.5**

* Average percentage returns based on total number.
** Average percentage returns based on average percentages of five groups.

As reflected by the percentage of returns, it is ascertained that interest in certification is of major concern to those involved in teacher training and certification.

State Superintendents

The superintendent influences and may determine policies which ultimately affect the preparation and certification of teachers. In order to study the reactions of state superintendents or commissioners of state departments of education, the Chief State Officers Questionnaire on Teacher Certification (hereafter referred to as Questionnaire A) was mailed to appropriate personnel in each state under study. In addition to certain identification information such as state, name, title, and number of years in the position, the questions in the questionnaire (with intervening spaces for responses) were as follows:

1. Is certification in your state based on competencies or prescribed courses?
2. Do you feel your certification requirements should be changed?
3. What should determine changes in certification requirements?
4. Who should determine changes in certification?
5. Should there be multiple certification within your state?
6. Should certification be reciprocal from state to state?
7. What changes, if any, should be made in teacher certification?

State Directors of Teacher Education and Certification

The state director of teacher education and certification is an executive officer of the state board of education who offers leadership in decision making pertinent to the preparation and certification of teachers.

In order to study the reactions of those primarily responsible for the certification, the Director of Teacher Education and Certification Questionnaire on Teacher Certification (hereafter referred to as Questionnaire B) was mailed to the Director of each of the eleven southern states. In addition to identification information of state, name, position, and number of years in current position, the questions in the questionnaire (with intervening spaces for responses) were as follows:

1. In your state, is teacher certification based on:
   a. competencies
   b. prescribed program courses and credits
   c. both

2. If certification is based on competencies, what competencies do you suggest are most important for teachers to possess?

3. Who determines these competencies?

4. If certification is by prescribed courses, what part do the following play in selecting subject matter? (Please check in appropriate line)

	Very Much	Average	Very Little	None
a. State Superintendent	____	____	____	____
b. State Director of Teacher Certification	____	____	____	____
c. College and University Deans	____	____	____	____
d. Local Superintendent	____	____	____	____
e. Principals	____	____	____	____
f. Classroom Teachers	____	____	____	____
g. Accrediting Associations	____	____	____	____
h. Educational Agencies (i.e., N.E.A.)	____	____	____	____

5. Do you feel your certification regulations should be changed?

6. When were your certification policies last changed?

7. What prompted this change in certification?

8. Are there multiple certifications within your state?

9. Should there be multiple certifications within your state?

10. What should determine certifications within your state?

11. Who should determine change in certification requirements?

12. Should certification agreements be reciprocal from state to state?

13. Are university or college subjects in education adequate in your state?

14. What should universities or colleges of education add or delete from the curriculum?

15. Do you feel student teaching is sufficient in your state?

16. What changes, if any, should be made in teacher certification?

National and Regional Accreditation Associations

Executive officers of national and regional accreditation associations serve in an administrative capacity to coordinate activities of concern to their membership whether it deals with staff, facilities, teacher preparation or reciprocity among states in certifying professional school personnel.

In order to study the reactions of persons affiliated with national and regional education and accrediting associations, the Associations' Questionnaire on Teacher Certification (hereafter referred to as Questionnaire C) was mailed to the Executive Secretary of six regional and one national accrediting association (previously stated). In addition to identification information of name and position, the questions in the questionnaire (with intervening spaces for responses) were as follows:

1. Should certification be based on: (Circle one)
   a. competencies
   b. prescribed program courses and credits
   c. both
2. If certification is based on competencies, what major competencies can you suggest?
3. If certification is based on competencies, who should determine these competencies?
4. If certification is based on prescribed courses, who should determine the courses?
5. Do you feel certification requirements in the various states should be changed?
6. Who should determine these changes in certification?
7. What should determine changes in certification requirements?
8. Should there be multiple certifications within a state?
9. Should certification requirements be reciprocal from state to state?
10. Should reciprocal certification be determined by a central agency, such as the regional accrediting association?
11. What changes, if any, should be made in teacher certification?

Deans of Schools of Education

The deans of schools of education serve in an administrative and linking capacity between the state and public on concerns pertinent to teacher training and ultimate certification. In order to study the reactions of those primarily responsible for teacher-training programs, a Questionnaire on Teacher Certification (hereafter referred to as Questionnaire D) was mailed to deans of five schools of education in each state. The fewest number of teacher training institutions accredited by the National Council for Accreditation of Teacher Education was five. Therefore, an equal number was obtained from each state by electing the first five as they appeared in an alphabetical listing. (For further descriptions of the teacher-training institutions involved in this study, see Appendix G.) In addition to identification information of names and locations of institutions, name of dean and specific title, the questions in the questionnaire (with intervening spaces for responses) were as follows:

1. Are teacher certification requirements in your state based on:
    a. competencies
    b. prescribed courses and credits
    c. both
    d. other
2. Are certification requirements in your state current and sufficient?
3. Who determines teacher certification requirements in your state?
4. How are changes in teacher certification requirements determined?
5. Is the curriculum in your university or college based on these certification requirements?
6. Do you feel universities and colleges of education should base subjects on reciprocal certification requirements?
7. Do you feel multiple certificates are necessary in your state?
8. Do you believe student teaching in your school is adequate to prepare future teachers?
9. Can you suggest any changes in student-teaching practices?

Classroom Teachers

No person is more directly involved in the totality of teacher preparation and certification than the classroom teacher. In order to study the reactions of classroom teachers, Classroom Teachers Questionnaire on Teacher Certification (hereafter referred to as Questionnaire E) was administered to two hundred and seventy-five classroom teachers. One professional person from each of the eleven states distributed questionnaires and collected the responses. Arrangements with persons administering the questionnaires had been made in person; therefore, instructions were explained and procedures discussed.

In addition to identification information of name, state, years in teaching field, subject(s) taught, degree, and type certificate, the questions in the questionnaire (with intervening spaces for responses) were as follows:

1. In your state is teacher certification based on: (Circle)
    a. competencies
    b. prescribed program courses and credits
    c. both
    d. unknown

2. Should certification be based on: (Circle)
    a. competencies
    b. prescribed courses and credits
    c. both

3. If certification is based on competencies, what are these competencies?

4. Do you feel certification regulations should be changed?

5. What should determine changes in certification?

6. Who should determine changes to be made in certification requirements?

7. Should certification agreements be reciprocal from state to state?

8. What changes, if any, should be made in teacher certification?

9. Have you had occasion to seek certification in a state other than the one in which you were trained?

10. If you sought certification in a state other than the one in which you were trained, were you deficient in certification requirements?

11. Do you feel the student teaching requirements are adequate in your state?

12. If "no" to above, what do you suggest for adequate preparation of students who are entering the teaching profession?

13. Do you feel education courses at the schools of education in your state are adequate?

14. Please list any suggestions you have for improving or deleting courses in education at schools of education in your state.

Procedures for Analyzing Responses

Before an analysis could be made of unclassified responses on each questionnaire, it was necessary for the writer (1) to get a thorough understanding of the overall picture as revealed by the expressed opinions of the respondents in their answers to the questions, and (2) to develop an appropriate form by which responses could be analyzed. This was necessary for questions 4 and 7 on Questionnaire A, questions 11 and 14 on Questionnaire B, questions 2 and 11 on Questionnaire C, questions 3 and 9 on Questionnaire D, and questions 5 and 12 on Questionnaire E.

The first reading of all the responses on each question was for the express purpose of becoming acquainted with the general nature of the material. During this reading, no effort was made to devise a form for analysis.

During the second reading, the responses to the question under study were examined for recurring statements or opinions which could serve as the basis for developing an appropriate form to use for the analysis. The results of the second reading produced a body of general information and a general overview of the tone or pattern of the responses.

Since the purpose of this investigation was to study the expressed ideas of those concerned with certification, the final choice of a technique of analysis had to be one which appraised each respondent's report as a totality rather than in terms of the originally stated question. This was necessary because many times there were duplications or expressions of the same idea in more than one way. At this time, the analyst organized the data under common categories.

One significant problem was to devise a system for recording the information so that it could be summarized. While there was no intention to impose unrealistic or inaccurate "uniformity," it did seem necessary to work out a method for finding the common threads which did exist. To permit inclusion of all, or nearly all, of the replies, the writer chose to identify broad categories to which the respondents referred. It was necessary to develop a form broad enough to utilize the content of each paper and specific enough to have continuity within the form; hence, several possible categories for classification of responses were devised and modified before a final form was developed.

The framework which was finally set up for classifying the responses of the questions previously stated is shown in the outline which follows. In this outline, the major headings (indicated by Roman numerals and followed by questionnaire identification and question number) refer to major points of emphasis in the questionnaire. The headings on the next line (indicated by Arabic numerals) refer to classifications of responses made by the investigator on the basis of preliminary study of replies.

I. QA, #4. Who should determine changes in certification?

  1. Profession
  2. Advisory Council
  3. State Board of Education

II. QA, #7. What changes, if any, should be made in teacher certification?

  1. Competency-based
  2. Approved Program Approach
  3. Under Study

III. QB, #11. Who should determine change in certification requirements?

  1. Profession
  2. Advisory Councils and State Boards

IV. QB, #14. What should universities or colleges of education add or delete from the curriculum?

  1. Specific Methods
  2. Up-grade Practice Teaching

V. QC, #2. If certification is based on competencies, what major competencies can you suggest?

  1. Academic Knowledge
  2. Professional Performance
  3. Classroom Performance

VI. QC, #11. What changes, if any, should be made in teacher certification?

1. Specific Methods
2. Practice Teaching
3. Practical Experience

VII. QD, #3. Who determines teacher certification requirements in your state?

1. State Board
2. Advisory Councils
3. Profession

VIII. QD, #9. Can you suggest any changes in student teaching practices?

1. More Student Teaching Experience
2. Communication Between School and Supervising Teacher in the Field
3. Competency-based
4. Preparation is Adequate

IX. QE, #5. What should determine changes in certification?

1. Professional Growth
2. Academic Growth
3. Society

X. QE, #12. If "no" to above (question 11), what do you suggest for adequate preparation of students who are entering the teaching profession?

1. More and Varied Student Teaching Experience
2. Student Teaching Only in Major Field
3. Better Communication Between Supervisors and Student Teachers
4. Closer Evaluation by Major College Professor

The analyst was concerned with the degree of consistency that would be obtained by other persons using the same general framework described in the preceding section. In order to have a check on this matter, two other analysts were asked to classify the same material. The selection of other analysts was important. Two were chosen with this criteria: They each had more than five years of teaching experience at different educational levels; they were each recognized and accepted by the advisor of the current research study; both were members of current research courses offered at the doctoral level.

The analysts were given the verbatim responses in miscellaneous order and were asked to classify them independently according to the same outline as was used by the original analyst and described above.

Responses, which were classified in identical fashion by all three judges, were assumed to be properly classified. Items identically classified by any two judges were kept in that category. When there was not two-thirds agreement, the statement was retained as important but not included in the classification.

Table 6 summarized the findings as to consistency with which the three analysts classified the verbatim comments within the framework established by the writer. (More detailed tables which summarize the degrees of agreement among analysts are provided in Appendix B.) The column labeled "perfect agreement" indicates identical classification by all three judges. "Two-thirds agreement" indicates agreement of classification between any two judges. The column "lack of agreement" indicates the statement which all three judges classified differently.

Table 6 indicates the proportion of responses with each proportion of agreement as to classification by the three analysts. Three analysts were in total agreement on 625 (78%)

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TABLE 6

PROPORTIONS OF AGREEMENT AMONG THREE JUDGES ON CLASSIFICATION OF RESPONSES

Questions to Which Responses Applied	Perfect Agreement		Two-Thirds Agreement		Lack of Agreement*		Total
	Number	Percent	Number	Percent	Number	Percent	
QA, #4: Who should determine changes in certification?	9	53	6	35	2	12	17
QA, #7: What changes, if any, should be made in Teacher Certification?	8	53	6	40	1	7	15
QB, #11: Who should determine change in certification requirements?	11	85	2	15	0	0	13
QB, #14: What should universities or colleges of education add or delete from the curriculum?	9	82	2	18	0	0	11
QC, #2: If certification is based on competencies, what major competencies can you suggest?	8	80	1	10	1	10	10
QC, #11: What changes, if any, should be made in teacher certification?	5	83	1	17	0	0	6
QD, #3: Who determines teacher certification requirements?	32	74	8	19	3	7	43
QD, #9: Can you suggest any changes in student teaching practices?	63	85	8	11	3	4	74
QE, #5: What should determine changes in certification?	197	67	89	30	10	3	296
QE, #12: If "no" to above (question 11), what do you suggest for adequate preparation of students who are entering the profession?	283	90	25	8	6	2	314
TOTALS	625	78	148	19	26	3	799

* All three analysts classified these items differently.

of the responses; two out of three agreed on 148 (19%); while there was only a three percent lack of agreement.

There seemed to be enough consistency among the judges to indicate a reliable procedure to use in classifying the responses.

Summary

The framework for classifying the responses which was finally devised consisted of major points of emphasis in the questionnaire, classification of responses made on the basis of preliminary study, and representative responses given often enough to warrant their use.

The general framework of the final classification for opinionated questions was as follows: those who should determine changes in certification, changes that should be made in certification, changes in curriculum for teacher training, competencies needed, who determines certification, needed improvements in student teaching, what constitutes preparation for teaching.

Since the analyst was concerned with the degree of consistency which might be obtained by other analysts using the same general framework, two other analysts were asked to classify the same material. The entire body of verbatim responses, shuffled in miscellaneous order, was given to the assisting analysts with the requirement that they classify them according to the same general outline which was used by the writer. There was perfect agreement in the classification of 625 or 78% of the total responses; two out of three agreed on 148 or 19%; there was lack of agreement in only 26 or 3% of the total responses.

The tables, representing the main body of data bearing on the problem this research is designed to study, are presented in Chapter V.

CHAPTER V

FINDINGS OF THE STUDY

The data presented in this chapter were derived from an analytical treatment of the expressed opinions of superintendents, directors of certification, executive directors of accreditation associations, deans of schools of education, and certified classroom teachers on the subject of teacher certification. More specifically, 276 persons from the eleven southern states gave their answers in accordance with designed questionnaires (previously described).

The findings for the responses are presented in this chapter under five main headings. The data in the first section of the chapter deal with reactions from personnel in the state departments of education toward the status of certification. The reactions represent those of state superintendents and directors of teacher education and certification. Section two reports the opinions of persons associated with accreditation associations. Section three discusses the positions which deans of schools of education take on the subject of certification. The data in the fourth section indicate the reactions of classroom teachers toward the process of certification. Section five presents conditions of certification at the secondary level in the southern states. The conditions are determined by the amount of agreement among respondents on how certification should be determined, whether or not changes are needed, who should make the changes, and what changes should be made.

Certification and the State Department of Education

The findings presented in the first section of this chapter are concerned (1) with the proportion of reporting superintendents and directors of certification who felt that requirements should be changed, (2) with the factors which they said should be involved in certification, and (3) with the changes which they indicated should be made in teacher certification.

Need for Certification Change

In the years immediately ahead, a series of decisions on American schooling must be made which will importantly affect the character and quality of education, decisions which will have a large impact upon the total life of our society for a long time to come. Those decisions are required by the new and changing social environments in which the schools function and by the rising expectations that can be fulfilled only through education, which have imposed new responsibility on the schools, as well as by the vast and growing increase in knowledge, the improved understanding of the learning process, the remarkable development of instructional technology, and the inevitable influence of and expanding enterprise of educational research and development. They are decisions which will determine the curriculum and the methods of instruction and will affect the organization and administration of the schools at every point from the deployment of teaching personnel and the structure of teacher compensation to the role of teachers in the determination of educational policy and the architectural arrangements of school facilities.

If many of these decisions are to be made in the future, at least one major decision must be made now. It is the decision on whether to cling to the established educational habits and customs and thereby perpetuate the past, or seize the opportunities of the present to break through those habits and customs and move in new directions. The pioneers in these matters are already on the move, and they are finding real excitement in exploring new ground. The question is whether the generality of American schools will be vital enough and adventurous enough to follow the lead of these pioneers despite the risks and uncertainties.

It is recognized by the state departments of education that constructive change in education must be related to the initial process of training, selecting, and appointing qualified teachers. At present this is being done through the certification process. Table 7 shows that eleven (50%) of the superintendents and directors of certification felt strongly about changing existing regulations. Five (22.7%) are currently involved in evaluating existing regulations which could have come about only by questioning whether or not change is needed.

TABLE 7

STATE DEPARTMENTS VIEWS ON NEEDS FOR CERTIFICATION CHANGES

Questions	Positive		Negative		Undecided*		Total
	Number	Percent	Number	Percent	Number	Percent	
Should certification be changed?	11	50.0	6	27.3	5	22.7	22
Should certification be reciprocal from state to state?	13	59.1	4	18.1	5	22.7	22
Are course offerings in teacher-training appropriate?	9	81.8	2	18.2	-	-	11**
Is student teaching program sufficient?	7	63.6	4	36.4	-	-	11**
Total	40	60.6	16	24.2	10	15.2	66

* 4 of the 5 are currently involved in self-studies at the state level.

** Only directors of certification responded to this question.

The picture is an encouraging one from the standpoint of how this change is evolving. The need for change is viewed from a philosophical, psychological, societal, and professional basis. Personnel at the state level are cognizant of the many difficulties inherent in current teacher certification practices and take the position that leadership should be exerted from the state level, but change, to be effective, would involve concerted effort at both the state and local levels.

(A more detailed picture of total responses is found in Appendix C.)

The educational innovation necessary to enable the schools to effectively achieve their proper ends and to guarantee that the criticism and revision of those ends will be open and viable must involve reassessment of the established patterns of teacher certification.

Factors Involved in Certification

At the state level a large number of political, education, and lay groups have a hand in determining educational policies. The legislature is of particular importance since it establishes the broad policy guidelines for the educational program of the state.

Nearly all states have state boards for the general supervision of elementary and secondary education. These boards perform policy-making roles, particularly by filling in the general directives of state legislatures. The boards serve state education departments which have various administrative responsibilities. State departments, especially their executive officers, inevitably become involved in policy making since they often possess expertise needed by state board members and legislators. The chief state school officer may be either appointed or elected. His manner of selection has some bearing on how he acts and the kind of policy role he assumes. If the state superintendent is elected by partisan ballot, he is more likely to have political ambitions.

The responsibility for carrying out policy efficiently rests with the state's chief school officer and its department of education. Among the responsibilities of the executive officers and state policy agencies are: (1) the creation and supervision of local educational agencies; (2) control over inputs (through fiscal controls and supervision of certification practices); and (3) definition of outputs (through the state's influence on curricula).

State boards of education perhaps derive greatest authority from the fact that they often control the state colleges of education and the certification of teachers. Their control of certification enables them to decide what candidates must do in order to become certified teachers. Thus, they control the supply of teachers, the kind of training these teachers receive, and the curriculum and influence of teacher training institutions.

When superintendents and directors of certification were questioned about appropriate persons to make changes in certification regulations, only seven (27%) of their responses indicated that the decisions should be made at the state level. Table 8 shows major groups which respondents said should be involved in the decision-making process. Some typical replies are given here to indicate the meaning of each category in Table 8:

State Department: Designated people at the state level.

Professional Personnel. The whole profession (state superintendent, state board, state department, college and university faculty).

TABLE 8

SOURCES RECOMMENDED FOR CHANGES IN CERTIFICATION

Types of Responses	Number	Percentage
State Department of Education	8	27.5
Professional Personnel	24	72.5
Total	32	100.0

Each state involved in the study has an advisory council which was established by law, appointed, or authorized by the state board to include the director of teacher education and certification to determine certification regulations. (A detailed chart for each state appears in Appendix D.)

When consensus decision making is employed by groups who have skills in utilizing the dynamics of conflict, interpersonal sensitivity, and internal group power, more adequate decisions will result.

It is encouraging to note the reflected concerns of persons in state decision-making capacities as to whom they felt should make the major decisions concerning requirements for certification.

Recommended Changes in Certification

For the most part, the certification requirements for teachers demand some collegiate training (usually a degree), some specific courses in education, and some exposure to classroom activities (usually termed student teaching). In general these requirements have rather specific quantitative specifications, but very general qualitative specifications.

A need for change in these requirements is being reflected throughout professional literature. One recommendation suggested by eleven (50%) of the superintendents and directors of certification was to eliminate multiple certifications within a state. This would strengthen basic requirements and eliminate the employment of teachers who were not certified. Table 9 shows the distribution of opinions regarding the basis for certification.

TABLE 9

RECOMMENDATIONS OF STATE DEPARTMENTS FOR A CERTIFICATION BASE

Where Certification Is Determined	Number	Percentage
Prescribed Courses	11	52.4
Identified Competencies	3	14.3
Combination	3	14.3
Approved Program Approach	4	19.0
Total	21*	100.0

* This number represents a combination of superintendents and directors of certification; one superintendent did not respond.

Over half (52.4%) of the respondents felt that certification should be based on prescribed courses.

The superintendents made no distinction as to whether the prescribed courses should be determined at the state level or university level; however, the directors of teacher education and certification, who deal more directly with this determination, indicated that certification requirements should be determined by varied means. Table 10 shows the degree of influence which persons recommended by directors of certification should have in deciding prescribed courses for certification of teachers.

TABLE 10

PROPORTION OF INFLUENCE ON SELECTION OF PRESCRIBED COURSES AS VIEWED BY DIRECTORS OF CERTIFICATION

	Degree of Influence								
	Very Much		Average		Very Little		None		
Participants	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total
State Superintendent	2	25.0	1	12.5	4	50.0	1	12.5	8
State Director of Certification	7	87.5	1	12.5	-	-	-	-	8
College and University	5	62.5	3	37.5	-	-	-	-	8
Local Superintendent	2	25.0	1	12.5	2	25.0	3	37.5	8
Principals	2	25.0	1	12.5	2	25.0	3	37.5	8
Classroom Teachers	2	22.2	4	44.4	1	11.1	2	22.2	9
Accreditation Associations	2	28.6	1	14.3	2	28.6	2	28.6	7
Educational Agencies	1	14.3	1	14.3	2	28.6	3	42.8	7
Total	23	36.5	13	20.6	13	20.6	14	22.2	63

While no means of implementation were suggested, directors of certification felt very much influence (36.5%) should be exercised by all persons concerned with improvement of teacher training. Over one-fifth (22.2%) of the responses felt no degree of influence should be exercised beyond the state department level.

Other recommendations dealt with specific changes which related to teacher certification. The changes recommended by the state department are recorded in Table 11. Some typical replies are given here to explain the meaning of each category in Table 11:

> Competency-based Requirements: "We hope to go more toward the establishing of competencies as a basis for certification."
>
> University-school Approach: "Need to strengthen school-college cooperation and consider establishing teacher education centers."
>
> Approved-Program Approach: "Strengthening the approved program concept, increasing participation by all agencies in groups from colleges, schools, professional associations, and lay groups; encouraging institutional flexibility within broad state guidelines."
>
> Continuous Self-Study: "We keep certification requirements under constant self-study. Changes are made when a need exists."

The directors of teacher education and certification suggested that emphasis continue on specific methods courses and an expansion of the student teaching program be initiated in order to incorporate professional laboratory experiences earlier in their program.

TABLE 11

PROPOSED CHANGES FOR CERTIFICATION
BY STATE DEPARTMENTS OF EDUCATION

Recommendations	Number	Percentage
Competency-based Requirements	16	51.6
University-School Cooperation	4	12.9
Approved-Program Approach	5	16.1
Continuous Self-Study	6	19.4
Total	31	100.0

It is quite obvious that the respondents see a need for change in certification procedures. Over half (51.6%) viewed competency-based requirements as the direction to take. The respondents were not asked to explain the rationale for their decision; however, a new direction in certification would seem to be forthcoming for many of the southern states.

Certification and the Accrediting Associations

The findings presented in this section are concerned (1) with the relationship of accreditation associations to certification, (2) with associations' views on certification, and (3) with their recommendations for improvement.

Relationship to Certification

For this study two distinct types of associations were surveyed: (1) the National Council for Accreditation of Teacher Education, and (2) the six regional accrediting associations (previously mentioned).

Although both types of associations normally disclaim any involvement in matters of certification, they exert some degree of influence by guidelines established for the accreditation of institutions for teacher training and the accreditation of individual schools of which certified teachers are involved.

Five national organizations joined together in 1952 to form the National Council for Accreditation of Teacher Education in the effort to replace the several accrediting agencies whose purpose was to improve the preparation of teachers. The twenty-one members of the council were to be appointed from memberships within the American Association of Colleges for Teacher Education, the National Council of Chief State School Officers, the National School Boards' Association, the National Association of State Directors of Teacher Education and Certification, and the National Commission on Teacher Education and Professional Standards of the National Education Association.

Today the National Council is composed of twenty-two members. They are composed of ten colleges and universities, three learned societies, six teachers and administrators, two state departments of education, and one school board member.

The councils are known as: (1) American Association of Colleges for Teacher Education; (2) Council of Chief State School Officers; (3) National School Boards' Association; (4) Council on Instruction and Professional Development, National Education Association; (5) National Association of State Directors of Teacher Education and Certification; and (6) Representatives of Learned Societies.

The National Council for Accreditation of Teacher Education is a non-profit voluntary accrediting body devoted to the evaluation and accreditation of teacher programs. It is recognized by the National Commission on Accrediting as the only national accrediting agency for the field of teacher education.

The Council makes its influence on certification through its close relations with the National Association of State Directors of Teacher Education and Certification. The National Teacher Educational Professional Services Commission nominates six of the twenty-two members which make up the National Council for Accreditation of Teacher Education.

The use of the National Council for Accreditation of Teacher Education approval for acceptance of out-of-state applicants for teaching positions is a basis for certification used by the states. Thus, the primary basis for the National Council for Accreditation of Teacher Education is its use as a supplementary device only in the case of teachers prepared outside the states' boundaries.

The regional accrediting associations accredit schools on the basis of their curricula and organization. The regional associations usually appoint an advisory commission in each state to serve as consultants, resource persons, and visitors to schools. When a particular school seeks accreditation, it is on a voluntary basis.

The Southern Association of Colleges and Schools usually exerts its influences on the certification policies by stipulating that a requirement for sanction is that the instructional staff will have a certificate or college major in the field of major responsibility.

Views on Certification

Two of the eleven states in the study reported that accrediting associations play a definite part in curriculum design for certification. Unanimous (100%) agreement among the respondents indicated that certification should be based on both competencies and prescribed courses and that certification should be reciprocal and should not be determined by a central agency, such as a regional or national accrediting association.

While the respondents from accrediting associations felt that certification should be based on a combination of prescribed courses and identified competencies, they were very specific in what the competencies should be and who should determine them.

Three (75%) felt that major professors in teacher education programs could best identify the competencies needed by classroom teachers. (For a more detailed summary of responses from accrediting associations, see Appendix C.) Teacher competency, as viewed by the associations, fell into four major categories: (1) ability to diagnose learning needs, (2) ability to prescribe for learning needs, (3) ability to select and appropriately use materials of instruction, and (4) ability to establish effective human relationships with individual students.

A major concern expressed by accrediting associations questioned the initial source of certification requirements. It was suggested that programs for teacher training be viewed more closely. Here again, a great responsibility in decision making is related to the teacher education program designed at the university level. The program should be designed in such a way that teachers become professional educators.

Recommendations for Improvement

The following recommendations were made for improvement in teacher certification:

(1) Constantly examine the program by which teachers are prepared. Once the changes that are needed in teacher preparation are made, certification requirements will inevitably change.

(2) Re-examine the purposes, practices and provisions for student teacher experiences. These experiences should

modernize the possibility of the student reaching his potential as a teacher.

Certification and Deans of
Schools of Education

The findings presented in the third section of this chapter are concerned (1) with views on certification, (2) with teacher preparation and certification, and (3) with student teaching and teacher training.

Views on Certification

Higher education is being challenged to respond in many ways to meet the educational needs of the last quarter of the 20th Century. Colleges and universities work cooperatively with state departments for preservice and inservice training of teachers. The faculty for teacher training may be organized as a department of a college faculty of arts and letters or members of a separate college of education with a considerable degree of autonomy. Extreme differences in organization give rise to noticeable distinctions in programs from one institution to another.

Since the deans are closely involved with the selection and training of future teachers, they are concerned with state requirements for certification. Table 12 indicates that twenty-two (53.7%) of the responding deans felt that present certification requirements need revisions.

It is interesting to note that of the 41 deans who responded to the question of whether the curriculum is based

TABLE 12

NEED FOR CHANGE IN CERTIFICATION--DEANS OF SCHOOLS OF EDUCATION

Items	Positive		Negative		Total
	Number	Percent	Number	Percent	
Certification Requirements Appropriate	19	46.3	22	53.7	41
Multiple Certificates Necessary	14	34.2	27	65.8	41
Curriculums Standardized for Reciprocal Certification	32	78.1	9	21.9	41
Curriculum Based on Certification Requirements	34	82.9	7	17.1	41
Total	99	79.8	65	52.4	124

on requirements for certification, only thirty-four (82.9%) indicated they structure their programs in order to meet the requirements for certification. Responses from the remaining eighteen percent showed a relationship between their program design and certification requirements; however, structure did not seem to be based altogether on such requirements: The following quotations are examples of such expressions:

> "To a great extent, but not totally."
>
> "Include, but not based on them."
>
> "We go beyond state requirements, but definitely influence our program."
>
> "Since we are competency based, our requirements are not established by state."

Approximately two-thirds (65.8%) of the deans indicated the desirability of a general certificate; thus, multiple certification could be eliminated. Curriculums in thirty-two (78.1%) of the schools of education are standardized with regard to mobility of teachers and reciprocal agreements among institutions and states.

The cohesive bond among teacher training institutions is cemented by the fact that even though there are differences in organization among the schools, the major aspects of professional education, which include foundations of education, competence, and practice teaching, are recognized and accepted.

The dean of education is the administrative department head charged with the responsibility of seeing that all teacher candidates within his school receive backgrounds in the three areas previously mentioned. The individual selected for the position brings experience in and commitment to the task of educating teachers. Although deans of education are the force behind the purpose of the school to supply technique, content, and organization, a major demand on the deans is to supply valuable information and advice to state education officials as members of advisory boards on teacher education and professional standards.

Deans have ultimate determination of certification, particularly in the approved program approach, due to responsibilities in prescribing curriculum and content; thus, they determine the quality of teachers to be employed.

Teacher Preparation and Certification

Not only do schools of education strive to meet the demands of state certification requirements, but they also continue to be concerned with change and their relationship and obligations to their trainees and society. Teacher preparation has continued to experience growth.

Findings revealed that professional courses in education are similar and basically include three major aspects: the foundations of education, a major field of competence, and professional laboratory experiences. The foundations of education have come to refer to a thorough study of the culture and human behavior as these relate to the whole education enterprise. The foundation approach is usually identified with courses in the history and philosophy of education, educational psychology and measurement, comparative education, and courses devoted to the social foundations of education (sociology, anthropology, economics, government, and social psychology).

Preparation in the major field of competence includes the subject matter specialization and the methods of teaching, administration, or guidance appropriate to the special position for which the student is preparing. The induction to service includes an extended period in which the prospective teacher or administrator may have a wide variety of experiences in professional situations. All respondents agreed that through observation, participation, student teaching, laboratory experience, and internships the prospective teacher or administrator gains the best possible insight into the conditions of dealing with students, parents, other teachers, and the community as a culminating experience leading to the first job.

The preparation and training of teachers today is considered along a par with other university departments. Teachers are educated better than a century ago. All states require course preparations in schools of education before certification. (For detailed reactions to matters of teacher preparation, see Appendix C.)

Student Teaching and Teacher Training

Each college or university, which includes as a part of its function the training of teachers has usually adopted the idea that candidates for teaching credentials should be provided with observation and actual teaching experience. The experiences are more often provided by contracting with existing public schools on the basis that the teaching candidate will be assigned to a regular public school training teacher for a definite period of time. It is essential that definite working relationships among all parties--the dean of education, the college supervisor of student teaching, the principal or coordinator of school in which student teaching is done, and the training teacher be established and maintained in a partnership endeavor.

Since the dean is responsible for leadership and administration of the teacher-training program, he is greatly concerned with student teaching as part of teacher training.

Over half (53.7%) indicated that well-designed student teaching programs were adequate to prepare teachers for classroom responsibilities. When given an opportunity to suggest ways of improving this phase of teacher training, they gave specific examples. Table 13 shows the classification of suggestions.

TABLE 13

DEANS'S SUGGESTIONS FOR CHANGES IN STUDENT TEACHING

Responses	Number	Percentage
More laboratory experience	23	56.1
Better communication system between school and supervising teacher	6	14.6
Immediate change to competency-based	3	7.3
Current student teaching practices	9	22.0
Total	41	100.0

It is noted that over half (56.1%) of respondents indicated that more laboratory experience would better prepare future teachers and improve student teaching practices. (For detailed responses to questions pertaining to teacher training and student teaching, see Appendix D.)

Student teaching is a major factor in the training and evaluation of teachers' competencies for certification and future employment. The current emphasis on performance-based training and certification indicates that all phases of the profession consider this phase of training most essential.

The training and certification of teachers is a cooperative effort between the state departments of education and the department heads at the teacher-training institutions.

The performance of graduates is a strong indication of the training received and a final judgment on the quality of the school's program.

Certification and Classroom Teachers

The findings presented in the fourth section of this chapter are concerned with (1) perceptions and reflections of classroom teachers and (2) recommendations for teacher training and certification.

Perceptions and Reflections

Of considerable concern to classroom teachers is the training received in the schools of education and the state requirements for certification. Although some school districts continue the practice of employing unqualified teachers, the majority of school systems select teachers certified by the state boards of education. These selected teachers are educated with much greater emphasis on methods and the art of teaching than any previously trained teachers. Naturally the updating of our training programs has been greatly accelerated by the growth in population and the vast intellectual and technical knowledge brought forward in this century.

Teachers seem to be more active and more informal in their relationships than ever before. The teacher accepts the fact that he is responsible for the emotional and social development of the student, as well as his intellectual growth.

The twentieth century has been confronted with a deep economic depression, two world wars, and a number of minor conflicts. In order to adapt education to the needs of a changing world, the classroom teachers feel a need to be involved in what is going on around them. During the past two decades, educators have placed emphasis on relevancy of content, cultural studies, sex education, urban education, ecology, and self-actualization. In each case there has been a rush to prepare teachers to cope with these new demands. Teachers today are independent in thoughts and actions. They now speak out on matters which affect them and the future of their profession.

Teachers are no longer the silent majority within the profession. They feel a need to express themselves on requirements for certification to the profession. They feel qualified to express themselves on needs and provisions for upgrading the system. As shown in Table 14, almost two-thirds (64.3%) of the teachers see a need for training which involves prescribed courses as well as identified competencies. This could be perceived as being unrelated; however, teachers see experiences within designated courses as being competency oriented.

TABLE 14

OPINIONS OF CLASSROOM TEACHERS ON CERTIFICATION REQUIREMENTS

Responses	Number	Percentage
Certification should be based on:		
Competencies	6	2.9
Prescribed program courses	69	32.9
Both	135	64.3
Total	210	100.0

It is well to note that teachers are not currently impressed with the new forces to establish certification on a totally competency/performance basis. One hundred thirty-five (64.3%) felt that certification should be based on a combination of prescribed program courses and teaching competencies. Contrary to certain opinions, teachers are interested enough in preservice and inservice training to realize that method and content courses do enhance one's knowledge of dealing with the actual classroom situation.

Table 15 identifies competency needs as viewed by teachers.

Almost two-fifths (39.5%) of the teachers placed priority on the ability to communicate. They placed emphasis on human understanding as well as methods and techniques of instruction.

TABLE 15

OPINIONS OF CLASSROOM TEACHERS ON NEEDED COMPETENCIES

Responses	Number	Percentage
Competencies teachers should possess:		
Subject-Matter Knowledge	78	37.1
Ability to Communicate	83	39.5
Ability to Evaluate	15	7.1
Ability to Observe	15	7.1
Ability to Perceive and Relate	19	9.1
Total	210	100.0

However, classroom teachers felt that other phases of certification regulations should be changed. One-third of the respondents who sought certification in states other than the one from which they received initial certificates encountered additional requirements from the state to which they applied for certification. Table 16 shows the opinions of teachers regarding reciprocal agreement among states on certification requirements.

Nearly all (97.0%) of the respondents felt that states should have reciprocal agreements in the certification of teachers.

The teachers of the last decades of the twentieth century are no longer willing to be pacifists when it comes to matters pertaining to self. They are seeking and obtaining voices in matters which pertain directly to them--training and certification.

TABLE 16

TEACHER'S OPINIONS ON RECIPROCAL AGREEMENTS IN CERTIFICATION

Responses	Positive		Negative		Total
	Number	Percent	Number	Percent	
Need for change in certification	111	52.9	99	47.1	210
Need reciprocal certification agreements	21*	30.4*	48	69.6	69
Personal need for reciprocal agreements	69	32.9	141	67.1	210
Problems related to lack of reciprocal agreements	204	97.1	6	2.1	210
Total	405	57.9	294	42.1	699

* Total number and percent of 69 respondents.

Recommendations

Certified classroom teachers are in ideal positions to reflect on training and certification as they relate to the educational demands of teaching and recommend ways and means of improvement.

Basic recommendations for improvement related to two major areas: (1) experiences in prescribed courses and (2) experiences relating to student teaching. This is shown in Table 17.

TABLE 17

SUGGESTIONS FOR IMPROVING EDUCATION COURSES--
VIEWS OF CLASSROOM TEACHERS

Recommendations	Number	Percentage
Update and revise training program and method courses	104	58.1
More emphasis on communicative ability	30	16.8
Better qualified supervisors and professors	23	12.8
Better communications between public schools and colleges	22	12.3
Total	179	100.0

Nearly three-fifths (58.1%) recommended the revisions of method courses to include field-based experiences. Teachers again placed emphasis on the importance of communication when approximately one-third (29.1%) stated the need to emphasize communications within course experiences and on a broader basis between university and local schools. Not to be overlooked is the recommendation that teachers at all levels should strive for quality in training as well as in instruction.

Teachers made very specific recommendations for improvement of the student teaching phase of teacher training. Almost half (48.2%) recommended more and varied experiences in the classroom. Table 18 again emphasized the need for better communication.

TABLE 18

IMPROVEMENTS IN STUDENT TEACHING--
RECOMMENDATIONS OF CLASSROOM TEACHERS

Recommendations	Number	Percentage
More and varied student teaching experience	26	48.2
Student teaching only in major field	6	11.1
Better communication between supervisors and the student teacher	16	29.6
Closer evaluation by major college professor	6	11.1
Total	54	100.0

Two-fifths (40.7%) of the responses mentioned the need for students, classroom supervisors, and college supervisors to work more closely during these off-campus periods of training.

Current Status of Certification

The reader will recall that in Chapter III of this study an overall view of the current requirements for certification in the eleven states was presented. Although emphasis was on the historical development, the many diversities which exist were indicated. Forces concerned with education are clearly emphasizing certification as a means for bringing relevancy to education. No central or national agency for control of certification exists. Therefore, standards in certification will continue to be as varied in the future as they have been in the past.

Identification of Certification Standards

Current emphases on performance-based teacher education programs have shifted the focus of standards for certification of teachers. Some educators feel the identification of competencies needed by teachers can best be decided at the university level. Others feel this responsibility should be maintained at the state level. Table 19 shows the amount of agreement among respondents as to whom they felt should establish certification requirements for teachers.

TABLE 19

PROPORTION OF AGREEMENT ON WHO SHOULD DETERMINE REQUIREMENTS FOR CERTIFICATION

Respondents	State Board of Education		Professional Educators		Advisory Councils		Total
	Number	Percent	Number	Percent	Number	Percent	
State Superintendents	-	-	-	-	11	100	11
State Directors of Certification	-	-	-	-	11	100	11
Associations	-	-	4	100	-	-	4
Deans of Schools of Education	33	80.5	-	-	8	19.5	41
Classroom Teachers	69	33.9	51	24.3	90	43.3	210
Total	102	36.8	55	19.8	120	43.3	277

Over two-fifths (43.3%) of the respondents said the requirements for certification should be determined by advisory councils composed of representatives of the state department, professional educators, and non-professional personnel. It is interesting to note that all respondents shared in this view except members of the accrediting associations. They were unanimous in the decision that professional educators should establish the requirements for certification of teachers.

Examination of Certification Standards

Whenever teacher qualifications are questioned, certification requirements and teacher education programs should be examined. Although teacher education programs are aligned with state requirements, there is much flexibility and latitude on the part of the university in program design. Because the state department of education assumes a leadership role in education, it is appropriate to evaluate how the respondents felt concerning a need for change in certification at the state level.

Over half of those responding (52.3%) felt that certification requirements should be changed. Less than one-half (43.3%) felt no changes should be made. While only one and eight-tenths indicated revisions are under study, these responses come from state superintendents and directors of certification. This is significant because all the schools within an entire state are involved.

It is interesting to note that the superintendents indicated the highest percentage of responses favoring change.

TABLE 20

PROPORTION OF AGREEMENT ON NEED FOR CHANGE IN CERTIFICATION

Respondents	Positive		Negative		Under Revision		No Response		Total
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
State Superintendents	7	63.6	2	18.2	2	18.2	-	-	11
State Directors of Teacher Education and Certification	4	36.4	4	36.4	3	27.2	-	-	11
Associations	4	100.0	-	-	-	-	-	-	4
Deans of Schools of Education	19	46.3	21	51.2	-	-	1	2.5	11
Classroom Teachers	111	52.9	93	44.3	-	-	6	2.9	210
Total	145	52.3	120	43.3	5	1.8	7	2.5	277

This is encouraging for those who see the role of the state superintendent as one of a change agent.

Proponents of Change

While educational changes are being advocated, there is less agreement on what should constitute the changes or how they should be initiated to reflect maximum effectiveness.

Table 21 shows the rationale for change which the respondents reported.

As noted by the recommendations of classroom teachers, the larger the group responding to a question, the more numerous and varied the responses will appear. Although over half (64.3%) of classroom teachers previously indicated that certification should be based on both competencies and prescribed program courses, only two-fifths (41.0%) of classroom teacher responses indicated changes should emanate as a result of the performance of teachers.

It is interesting to note that nearly two-thirds (63.6%) of the state superintendents felt that changes in certification should be dictated by needs established by the profession, while on the other hand over two-thirds (68.3%) of the deans of schools of education indicated that change in certification should be according to the needs of society.

TABLE 21

RATIONALE FOR CHANGE IN CERTIFICATION

Participants	Changing Needs of Society		Needs Established by Professionals		Continuous Research Studies		Periodic School Evaluations		Performance of Teachers		Teacher Supply and Demand		Results of National Teacher Examinations		Emphasis on National Teacher Examinations		No Responses		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
State Superintendents	4	36.4	7	63.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11
State Directors of Teacher Education and Certification	8	72.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	27.3	11
Associations	-	-	-	-	4	100.0	-	-	-	-	-	-	-	-	-	-	-	-	4
Deans of Schools of Education	28	68.3	13	31.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	41
Classroom Teachers	-	-	-	-	-	-	42	20.0	86	41.0	46	21.9	3	1.4	16	7.6	17	8.1	210
Total	40	14.4	20	7.2	4	1.4	42	15.2	86	31.0	46	16.6	3	1.1	16	5.8	20	7.2	277

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Competency as a Basis for Change

Clearly identifiable changes in society and in the schools have dictated a new assessment of the guidelines in teacher education and certification.

It is the position of many of the respondents in this study that certification should move in the direction of analyzing and evaluating on the basis of performance standards. However, a complex problem confronting teacher education and certification is the identification of criteria by which to assess the effectiveness of trainees and teacher training programs.

Table 22 shows factors and criteria which the respondents identified as a basis for improving teacher training programs and certification standards.

Over one-fourth (28.5%) of the respondents indicated that college courses and requirements were a major concern for establishing and changing certification criteria. Respondents in this category were classroom teachers. Typical recommendations for college courses and requirements expressed by classroom teachers were:

> "Flexibility in required courses."
>
> "More practice teaching. Fewer education courses."
>
> "The only thing I detest is teachers taking 'joke' courses to renew certification. I would require teachers to take courses only in their field to be re-certified and not in any field they wished."
>
> "Make certification a fifth year of work after the B.S. in subject area."

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TABLE 22

RECOMMENDED CHANGES IN CERTIFICATION

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Participants	Move to Competency-Based		Strengthen Approved Program Approach		Under Study		Teacher Preparation		Practice Teaching More Practical		College Courses and Requirements		Lengthen Time in Student Teaching		Reciprocal Agreements Needed		Omission of National Teacher Examination		Peer Judgment		No Recommended Changes		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
State Superintendents	5	45.4	3	27.3	3	27.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11
State Directors of Teacher Education and Certification	7	63.6	3	27.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	9.1	11
Associations	-	-	-	-	-	-	1	25.0	3	75.0	-	-	-	-	-	-	-	-	-	-	-	-	4
Deans of Schools of Education	13	31.7	-	-	-	-	-	-	20	48.8	-	-	8	19.5	-	-	-	-	-	-	-	-	41
Classroom Teachers	-	-	-	-	-	-	-	-	35	16.8	79	37.6	20	9.5	8	3.8	16	7.6	20	9.5	32	15.2	210
Total	25	9.0	6	2.2	3	1.1	1	0.4	58	20.9	79	28.5	28	10.1	8	2.9	16	5.8	20	7.2	33	11.9	277

> "Mainly, that a person of demonstrated competence should be enabled to teach a subject. It doesn't make sense to say that a person cannot teach earth science, for example because he doesn't have Ed. 101, if he has demonstrated his ability to communicate earth science."

> "Reading programs taught in college to all teachers."

> "Professors find out what's happening by being in the schools. Master teachers should be 'borrowed' from the public schools one or two semesters to teach methods courses. Graduate courses in education should be more meaningful. I think they are pretty worthless. Students who want to be teachers should be exposed to the way it is in public schools. Teacher aides might be a good thing for them to be. They should be exposed to various school systems. Why prepare them only to teach in a rich system when they might have to teach in a poor system. Being professional should be explained to potential teachers--their duties and responsibilities."

It should be noted that of those in more immediate positions to effect changes in certification, the state superintendents and directors of certification, over half (54.5%) indicated a move toward competency-based certification is desired. Again, teacher education programs were viewed as significant agents for change when respondents mentioned student teaching (20.9%) and college course requirements (28.5%) as being the place where change should take place. Throughout the responses, respondents indicated that if reform in teacher education is to result in teachers who are more competent, cooperative efforts must be made to more closely identify needed competencies and make provision for the achievement of these competencies.

Summary

The data presented in this study indicated that from opinions of the respondents, teacher preparation and certification are of major concern. There was much agreement that changes should take place at all levels of preparation and that teachers should be selected on the basis of competency in subject matter and performance.

Table 23 shows the current status of certification in the eleven southern states included in this study.

TABLE 23

CURRENT STATUS OF CERTIFICATION

State	Present Status	Recent Date of Change
Alabama	Prescribed Course	1966
Florida	Competency and Prescribed Course	1972
Georgia	Approved Programs	1971
Kentucky	Prescribed Courses*	1971
Louisiana	Approved Programs	1971
Mississippi	Prescribed Courses	1973
North Carolina	Competencies	1972
South Carolina	Competencies/Approved Program	1970
Tennessee	Prescribed Course	1958
Texas	Competency and Prescribed Course**	1972
Virginia	Prescribed Course	1968

*Kentucky has provisions for use of competency-based certification; however, dependency on the training institutions are included.

**Texas plans to base all certifications on competencies by 1977.

It should be noted that the majority (72.7%) of the states have effected changes in the seventies. One-third (36.4%) of the states have instituted some basis for certification of teachers on competencies. Other states are studying the competency/performance basis for certification.

The numerous responses and their analysis are a good indication of the importance of the matter of certification and its relationship to the profession.

CHAPTER VI

CONCLUSIONS AND INTERPRETATIONS

The reader will recall from Chapter I that the chief purpose of this investigation was to study the certification requirements of secondary teachers in the southern states.

Subsidiary problems were:

1. To analyze current statements of certification personnel in order to determine the diversity in requirements for certification.

2. To determine the influences which have contributed to certification requirements.

3. To determine which states use performance-based (competency-described) certification requirements and which use non-performance based (course-prescribed) certification.

4. To find out what school personnel (state superintendents, college deans, commissioners of education associations, and teachers) feel about the requirements for certification being based on performance and/or prescribed courses.

5. To determine the current status and future direction of certification of teachers.

Limitations Regarding Interpretations

As a basis for an interpretation of the findings, it is desirable that certain limitations be recognized.

First, the conclusions apply only to the population of this study, that is, the persons responding to the questionnaires.

Second, in some instances the questionnaires derived relatively unstructured responses. Statistical findings refer to categories of responses as classified by the investigator.

Third, when comparisons are made as to frequency of response, this means frequency with which the respondents volunteered the idea. This is the same as if all ideas had been submitted to the respondents for their reaction.

Fourth, the writer recognizes that frequencies of response do not necessarily indicate corresponding degrees of educational significance.

General Conclusions and Interpretations

A study of the data shows several important points of consideration. The order in which these considerations are presented corresponds in only a very general way to frequencies of response by the respondents. From an over-all view of the findings, presented in Chapter IV, it is possible to draw the following general conclusions:

1. Diversities in decision-making structure, requirements for certification, academic preparation of

teachers, and types of certificates exist among the eleven states.

a. In discussing how certification requirements were determined, respondents indicated a variation in composition and size of decision-making groups. For example, one state had a 15-19 member Council on Public Higher Education, formed by law. These members, six of whom were college and university appointees without voting privileges, were appointed by the governor. The state director of certification was not listed as a member of that group. It would be possible for this group to be controlled by political influences. Most states involved the state department in decision-making policies on certification. Many of the states had extensive representation ranging from the lay person to the governor. In a few states there was an opportunity for professional organizations to make their influence felt through this close working relationship.

b. Responses reflected a wide variety of certification requirements from state to state. All states had definite course requirements including those states who reported performance as a basis for certification. No competency list was provided by any represented state; however, competencies were suggested.

c. Most states reported that teacher training programs were influenced by state minimal requirements established for certification; however, the requirements imposed by the teacher education program varied in kinds and amounts.

d. Certificates issued within the southern states were based on (1) duration of validity and class--life, permanent, limited, continuing, or probationary; (2) levels of preparation are classified as regular, standard, professional, emergency, or substandard; and (3) according to authorization of teaching position or assignment.

2. Influences on certification that are registered within the scope of this study could be classified under broad categories.

Awareness is expressed by growing demand for accountability, more cooperative decision-making and planning among all concerned groups, efforts of selected organizations and state agencies to change certification traditions, new directions of state departments of education, professional associations, teacher education institutions, students, school boards and lay public, school district and legislature, and the growing awareness and concern of the general public to need of quality education.

3. Several state departments are investigating the potential of competency-based certification.

Six of the states described certification requirements as being based on teacher competencies. The five states whose certification requirements were based on prescribed courses showed evidence that requirements for certification had not been changed in recent years.

4. All respondents favored change in certification requirements.

Over half of the respondents said there was a need for change in certification requirements. There was unanimous agreement within the accrediting associations, almost two-thirds agreement among the superintendents, almost one-half of the deans were in agreement, and over half of the classroom teachers said a change was necessary. Two-thirds of the directors of certification favored or were in the process of change. The rationale was based on a changing society, research findings, results of evaluations, and the need for a higher level of teacher performance.

5. *Teacher education programs were viewed as being responsible for competency development of teachers*.

Classroom experiences which were related to all professional courses in general, method courses in particular, and internship training during preservice training were felt to be of utmost importance, especially by classroom teachers, deans of education, and accrediting associations.

6. *The findings suggest that certification is related to teacher effectiveness*.

Whether these respondents were giving reasons to change certification requirements or reasons to retain current standards, they emphasized the importance of cooperation among those agencies and groups responsible for the preparation and certification of teachers. Further support for this concern on the part of respondents was shown by their mention of greater need of relevance in courses recommended at both the state and local levels.

Need for Further Research

This investigation is one of the first to study opinions of state superintendents, directors of certification, officials of regional accrediting associations, deans of education, and certified classroom teachers regarding the status of certification of secondary teachers. As research is quite limited regarding criteria for certification, there is a need for additional studies of this problem. Certainly, the findings of a series of studies would be more significant than the findings of only one.

Some suggestions for further research on certification of teachers are listed below.

1. A follow-up study based on the present one could be made. The findings of this study could be used as the basis of building a more specific and more highly structured instrument, which could be submitted to any of the agencies for their reactions.

2. A comparative study might be made in which all agencies would react to the same problems or questions.

3. Further exploration is needed along the directions of many "leads" suggested in the present research:

a. Diversification in state requirements as a contributing factor to problems of additional requirements should be examined in order to determine the kinds and amount of agreement as to what determines a well-trained teacher and how the problem can be minimized.

b. There is definite need for research that would examine the rationale for present methods of certification.

c. Much could be gained in the way of new data from research that would reassess the established patterns of teacher certification to better provide incentives and rewards for talent and competence.

4. There is a definite need for research that would determine the role of the state in establishing criteria for certification.

5. Much could be gained in the way of new data from research that would determine more effective utilization of school organizations and professional associations, as well as colleges and universities in the role of preparation agencies.

6. Further exploration and research is needed in performance-based teacher education to determine appropriate competencies, provision for development, and criteria for evaluation.

APPENDIX A

Please complete the following questions with as much freedom as you wish. If you need space, you may use the reverse side of the questionnaire.

THE CHIEF STATE OFFICERS
QUESTIONNAIRE ON TEACHER CERTIFICATION

1. Is certification in your State based on competencies or prescribed courses?

2. Do you feel your certification requirements should be changed?

3. What should determine change in certification requirements?

4. Who should determine change?

5. Should there be multiple certification within your State?

6. Should certification be reciprocal from state to state?

7. What changes, if any, should be made in Teacher Certification?

State________________________

Your Name____________________

Title________________________

Number of years as Superintendent___________

Please be assured that your name will not be used without your permission.

THANK YOU FOR YOUR COOPERATION

Please complete the following questions with as much freedom as you wish. If you need space, you may use the reverse side of the questionnaire.

THE STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION QUESTIONNAIRE ON TEACHER CERTIFICATION

1. In your state, is teacher certification based on:

   a. competencies

   b. prescribed program courses and credits

   c. both

2. If certification is based on competencies, what competencies do you suggest are most important for teachers to possess?

3. Who determines these competencies?

4. If certification is by prescribed courses, what part do the following play in selecting subject matter?

	Very Much	Average	Very Little	None
a. State Superintendent	___	___	___	___
b. State Director of Teacher Certification	___	___	___	___
c. College and University Deans	___	___	___	___
d. Local Superintendent	___	___	___	___
e. Principals	___	___	___	___
f. Classroom Teachers	___	___	___	___
g. Accrediting Associations	___	___	___	___
h. Educational Agencies (i.e., N.E.A.)	___	___	___	___

5. Do you feel your certification regulations should be changed?

6. When were your certification policies last changed?

7. What prompted this change?

8. Is there multiple certification within your state?

9. Should there be multiple certifications within your state?

10. What should determine change in certification requirements?

11. Who should determine change in certification requirements?

12. Should certification agreements be reciprocal from state to state?

13. Are university or college subjects in education adequate in your state?

14. What should universities or colleges of education add or delete from the curriculum?

15. Do you feel student teaching is sufficient in your state?

16. What changes, if any, should be made in teacher certification?

Your State______________________

Your Name______________________

Your Position__________________

Number of Years in Current Position_______________

Please be assured that your name will not be used without your permission.

THANK YOU FOR YOUR COOPERATION

Please complete the following questions with as much freedom as you wish. If you need space, you may use the reverse side of the questionnaire.

ASSOCIATIONS
QUESTIONNAIRE ON TEACHER CERTIFICATION

1. Should certification be based on: (Circle one)

    a. Competencies

    b. Prescribed program courses and credits

    c. Both

2. If on competencies, what major competencies can you suggest?

    a.

    b.

    c.

    d.

3. If certification is based on competencies, who should determine these competencies?

4. If certification is based on prescribed courses, who should determine these courses?

5. Do you feel certification requirements in the various states should be changed?

6. Who should determine these changes?

7. What should determine changes in certification requirements?

8. Should there be multiple certifications within a state?

9. Should certification requirements be reciprocal from state to state?

10. Should this be determined by a central agency, such as the regional accrediting association?

11. What changes, if any, should be made in teacher certification?

Your state____________________

Your name_____________________

Your position_________________

Please be assured that your name will not be used without your permission.

THANK YOU FOR YOUR COOPERATION

Please complete the following questions with as much freedom as you wish. If you need space, you may use the reverse side of the questionnaire.

DEANS OF SCHOOLS OF EDUCATION
QUESTIONNAIRE ON TEACHER CERTIFICATION

1. Are teacher certification requirements in your state based on: (Circle answer)

   a. Competencies

   b. Prescribed courses and credits

   c. Both

2. Are certification requirements in your state current and sufficient?

3. Who determines teacher certification requirements in your state?

4. How are changes in teacher certification requirements determined?

5. Is the curriculum in your university or college based on these requirements?

6. Do you feel universities and colleges of education should base subjects on reciprocal certification requirements?

7. Do you feel multiple certificates are necessary in your state?

8. Do you believe student teaching in your school is adequate to prepare future teachers?

9. Can you suggest any changes in student teaching practices?

Name and location of your institution ______________________

____

Your name and position ______________________________________

Please be assured that your name will not be used without your permission.

THANK YOU FOR YOUR COOPERATION

Please complete the following questions with as much freedom as you wish. If you need space, you may use the reverse side of the questionnaire.

CLASSROOM TEACHERS
QUESTIONNAIRE ON TEACHER CERTIFICATION

1. In your state is teacher certification based on: (Circle answer)

   a. competencies

   b. prescribed program courses and credits

   c. both

   d. unknown

2. Should certification be based on: (Circle answer)

   a. competencies

   b. prescribed program courses and credits

   c. both

3. If certification is based on competencies, what are these competencies?

4. Do you feel certification regulations should be changed?

5. What should determine changes in certification?

6. Who should determine changes to be made in certification requirements?

7. Should certification agreements be reciprocal from state to state?

8. What changes, if any, should be made in teacher certification?

9. Have you had occasion to seek certification in a state other than the one in which you were trained?

10. If you sought certification in a state other than the one in which you were trained, were you deficient in certification requirements?

11. Do you feel the student teaching requirements are adequate in your state?

12. If no to above, what do you suggest for adequate preparation of students who are entering the teaching profession?

13. Do you feel education courses at the schools of education in your state are adequate?

14. Please list any suggestions you have for improving or deleting courses in education at schools of education in your state.

Your name______________________

Your address or state______________________

Years in teaching field______________________

Subject(s) taught______________________

Degree______________________

Certificate______________________

Please be assured that your name will not be used without your permission.

THANK YOU FOR YOUR COOPERATION

APPENDIX B

TABLE 1

PROPORTION OF AGREEMENT ON CHANGES THAT SHOULD BE MADE IN CERTIFICATION

Responses	Perfect Agreement		Two-Thirds Agreement		Lack of Agreement		Total
	Number	Percent	Number	Percent	Number	Percent	
Constant Revision	41	89	5	11	0	100	46
Institutional Flexibility Within Guidelines	1	50	0	100	1	50	2
Waiting for Results of Study	3	100	0	100	0	100	3
Increased Participation by All Agencies	15	75	3	15	2	10	20
Increased Use of Competency-Based Certification	27	79	4	12	3	9	34
Fewer Certifications	2	100	0	100	0	100	2
Issue Certificates for Complete Approved Programs	7	100	0	100	0	100	7
Updating	25	86	1	3	3	11	29
Change in Needs of Community	3	100	0	100	0	100	3
Changes in Certification	21	100	0	100	0	100	21
Demands of Society	3	100	0	100	0	100	3
Children and Needs Determine What Is Taught	4	100	0	100	0	100	4
Current Dictates of School Society	13	100	0	100	0	100	13
Less Emphasis on National Teacher Examinations	13	100	0	100	0	100	13
Prescribed Program Courses and Credits	7	100	0	100	0	100	7

TABLE 1 (Cont.)

PROPORTION OF AGREEMENT ON CHANGES THAT SHOULD BE MADE IN CERTIFICATION

Responses	Perfect Agreement		Two-Thirds Agreement		Lack of Agreement		Total
	Number	Percent	Number	Percent	Number	Percent	
More Consistency in Teacher Education Institutions	13	100	0	100	0	100	13
Teacher Evaluation-Observation, Point System	12	100	0	100	0	100	12
Specialization in Field of Instruction	12	100	0	100	0	100	12
Disallow Education Courses as Being Competent	1	100	0	100	0	100	1
Inadequacy	14	100	0	100	0	100	14
Attitudes and Opinions of Educators Themselves	42	93	3	7	0	100	45
Supply and Demand of Teachers	1	25	3	75	0	100	4
Common Sense	1	100	0	100	0	100	1
Total	287	91	19	6	11	3	317

TABLE 2

PROPORTION OF AGREEMENT ON WHO DETERMINES CERTIFICATION

Responses	Perfect Agreement Number	Perfect Agreement Percent	Two-Thirds Agreement Number	Two-Thirds Agreement Percent	Lack of Agreement Number	Lack of Agreement Percent	Total
State Board of Education	18	36	2	10	1	4	21
State Department of Education	10	84	1	8	1	8	12
Consultation from a Teacher Advisory Committee of Representative Schools and School Personnel	2	33	3	50	1	17	6
State Department of Public Instruction and Institutions	1	50	1	50	0	100	2
State Commission	1	50	1	50	0	100	2
Total	32	74	8	19	3	7	43

TABLE 3

PROPORTION OF AGREEMENT ON WHO SHOULD DETERMINE CERTIFICATION

Responses	Perfect Agreement		Two-Thirds Agreement		Lack of Agreement		Total
	Number	Percent	Number	Percent	Number	Percent	
State Board of Education	24	86	3	11	1	4	28
State Department of Education	10	59	6	35	1	6	17
Profession	4	57	1	13	2	29	7
Committees Consisting of Teachers, Administrators, State Department Personnel and University Faculty	2	67	1	33	0	100	3
Council on Certification Whose Membership Is Appointed by the State Superintendent of Education in Conjuntion with the State Board of Education	4	67	2	33	0	100	6
State Commission	1	100	0	100	0	100	1
State Board of Examiners Administered by State Education Agency and Approved by State Board of Education	1	100	0	100	0	100	1
State Department of Education, Division of Teacher Education and Certification	1	50	1	50	0	100	2

TABLE 3 (Cont.)

PROPORTION OF AGREEMENT ON WHO SHOULD DETERMINE CERTIFICATION

Responses	Perfect Agreement		Two-Thirds Agreement		Lack of Agreement		Total
	Number	Percent	Number	Percent	Number	Percent	
Teachers Association and Educational Agencies	2	67	1	33	0	100	3
Recommended by District and State Supervisors and by Council of Teacher Educators	1	100	0	100	0	100	1
Teacher Preparation Institutions	1	33	1	33	1	33	3
Total	50	69	16	22	5	7	72

TABLE 4

PROPORTION OF AGREEMENT ON WHAT CONSTITUTES PREPARATION FOR TEACHING

Responses	Perfect Agreement		Two-Thirds Agreement		Lack of Agreement		Total
	Number	Percent	Number	Percent	Number	Percent	
A Chance to Teach in More Than One Kind of Environment	48	89	4	7	2	4	54
Have Internship for Beginning Teachers with Pay	25	93	1	4	1	4	27
Student Teacher Should Be Involved with School Activities - Night Activities - Discipline - Faculty Meeting	9	100	0	100	0	100	9
Make Certification a Fifth-Year Course of Work after B.S. in Subject	27	87	3	10	1	3	31
Measure and Observe Quality of Finished Product from Teacher Prep College	7	100	0	100	0	100	7
Better Rapport with Critic Teachers	19	79	5	21	0	100	24
Wider Experience in the Field	17	100	0	100	0	100	17
Probationary Period	10	100	0	100	0	100	10
More Criticism from Supervisors	18	86	2	10	1	4	21

TABLE 4 (Cont.)

PROPORTION OF AGREEMENT ON WHAT CONSTITUTES PREPARATION FOR TEACHING

Responses	Perfect Agreement		Two-Thirds Agreement		Lack of Agreement		Total
	Number	Percent	Number	Percent	Number	Percent	
A Longer Term with a Longer Observation Period	13	100	0	100	0	100	13
Observations from Sophomore Year	4	100	0	100	0	100	4
Student Teaching in Senior Year	11	100	0	100	0	100	11
Teacher Aids During the Junior Year to Acquaint Them with Classroom Procedures	2	100	0	100	0	100	2
Graduate Courses in Education Should Be Made More Meaningful	19	83	3	13	1	14	23
Being Professional Should Be Explained to Potential Teachers	10	91	1	9	0	100	11
Do Away with the General Education Requirements	18	90	2	10	0	100	20
Have the Student Spend a Full Year in the Classroom - Parttime with an Experienced Teacher	15	83	3	17	0	100	18
A Good General Education	11	92	1	8	0	100	12
Total	283	90	25	8	6	2	314

TABLE 5

PROPORTION OF AGREEMENT ON CHANGES IN CURRICULUM FOR TEACHER TRAINING

Responses	Perfect Agreement		Two-Thirds Agreement		Lack of Agreement		Total
	Number	Percent	Number	Percent	Number	Percent	
Add Specific Method Courses	55	93	3	5	1	2	59
More Laboratory Courses	59	95	3	5	0	100	62
Junk	1	100	0	100	0	100	1
Courses Combined to Prevent Duplication	9	60	4	27	2	13	15
A Chance to Teach in More Than One Kind of Environment	3	75	1	25	0	100	4
Have Internship for Beginning Teachers with Pay	5	72	1	14	1	14	7
Student Teacher Should Be Involved with School Activities - Night Activities - Discipline - Faculty Meetings	4	80	0	100	1	20	5
Make Certification a Fifth-Year Course of Work after B.S. in Subject	14	86	2	14	0	100	16
Measure and Observe Quality of Finished Product from Teacher Prep College	8	100	0	100	0	100	8
Better Rapport with Critic Teachers	21	88	2	8	1	4	24

TABLE 5 (Cont.)

PROPORTION OF AGREEMENT ON CHANGES IN CURRICULUM FOR TEACHER TRAINING

Responses	Perfect Agreement		Two-Thirds Agreement		Lack of Agreement		Total
	Number	Percent	Number	Percent	Number	Percent	
Wider Experience in the Field	15	94	1	6	0	100	16
Probationary Period	20	95	1	5	0	100	21
More Criticism from Supervisors	10	91	1	9	0	100	11
A Longer Term with a Longer Observation Period	12	92	1	8	0	100	13
Observations from Sophomore Year	7	86	1	14	0	100	8
Student Teaching in Senior Year	7	100	0	100	0	100	7
Teacher Aids During the Junior Year to Acquaint Them with Classroom Procedures	2	100	0	100	0	100	2
Graduate Courses in Education Should Be Made More Meaningful	24	89	3	11	0	100	27
Being Professional Should Be Explained to Potential Teachers	2	100	0	100	0	100	2
Do Away with the General Education Requirements	5	83	1	17	0	100	6

TABLE 5 (Cont.)

PROPORTION OF AGREEMENT ON CHANGES IN CURRICULUM FOR TEACHER TRAINING

Responses	Perfect Agreement		Two-Thirds Agreement		Lack of Agreement		Total
	Number	Percent	Number	Percent	Number	Percent	
Have the Student Spend a Full Year in the Classroom (Parttime) with an Experienced Teacher	4	80	1	20	0	100	5
A Good General Education	5	83	1	17	0	6	6
Total	292	90	27	8	6	2	325

TABLE 6

PROPORTION OF AGREEMENT ON NEEDED IMPROVEMENTS IN STUDENT TEACHING

Responses	Perfect Agreement		Two-Thirds Agreement		Lack of Agreement		Total
	Number	Percent	Number	Percent	Number	Percent	
Go to P.B.T.E. Programs as Soon as Possible	5	83	1	17	0	100	6
Student Teaching More Comprehensive	6	75	2	25	0	100	8
All Day Experiences	3	100	0	100	0	100	3
More Involvement in Non-instructional School Activities	3	100	0	100	0	100	3
Extended Laboratory Experience Before Student Teaching	9	82	1	9	1	9	11
Team Effort	2	100	0	100	0	100	2
More Direction of Public School Experiences by College Supervisors	5	100	0	100	0	100	5
Extending Length of Time from Eight Weeks to a Full Semester	8	73	1	9	2	18	11
Video-taping	1	100	0	100	0	100	1
Better Selection and Preparation of Cooperating Teachers	5	71	2	29	0	100	7
Micro Teaching	1	100	0	100	0	100	1

TABLE 6 (Cont.)

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PROPORTION OF AGREEMENT ON NEEDED IMPROVEMENTS IN STUDENT TEACHING

Responses	Perfect Agreement Number	Perfect Agreement Percent	Two-Thirds Agreement Number	Two-Thirds Agreement Percent	Lack of Agreement Number	Lack of Agreement Percent	Total
Specialized Rules in School Areas in Which Student Teachers Are Placed	1	100	0	100	0	100	1
Student Teaching Is Offered in Senior Year	2	100	0	100	0	100	2
Curriculum and Field Study in Junior Year	1	100	0	100	0	100	1
Competencies	3	100	0	100	0	100	3
Full Quarter Block of Methodology	1	100	0	100	0	100	1
Work in a Variety of Schools	2	100	0	100	0	100	2
More Freedom in Classroom	2	100	0	100	0	100	2
Observation	1	50	1	50	0	100	2
Should Be Followed by Year of Internship at Masters Level	1	100	0	100	0	100	1
Thorough Inservice Education	1	100	0	100	0	100	1
Total	63	85	8	11	3	4	74

TABLE 7

PROPORTION OF AGREEMENT ON COMPETENCIES NEEDED

Responses	Perfect Agreement Number	Perfect Agreement Percent	Two-Thirds Agreement Number	Two-Thirds Agreement Percent	Lack of Agreement Number	Lack of Agreement Percent	Total
Analytic and Systematic Approach	1	100	0	100	0	100	1
Instructor-Individual Student Reaction	1	100	0	100	0	100	1
Intellectual Breadth	1	100	0	100	0	100	1
Concern for Teaching	1	100	0	100	0	100	1
Ability to Diagnose the Learning Needs of the Individual Student	1	50	1	50	0	100	2
Ability to Provide and Evaluate Learning Materials for the Individual Students	2	100	0	100	0	100	2
Ability to Establish Warm, Effective Human Relationships with Individual Students	1	100	0	100	0	100	1
Total	8	80	1	20	0	100	10

APPENDIX C

TABLE 8

SUMMARY OF OPINIONS OF STATE SUPERINTENDENTS REGARDING STATUS OF CERTIFICATION

Item	Number	Percent
2. Do you feel certification requirements should be changed?		
Yes	7	63.6
No	2	18.2
Under Revision	2	18.2
3. What should determine change in certification requirements?		
Established Need	7	63.6
Changing Needs	4	36.4
4. Who should determine change in certification?		
Profession	9	81.8
Advisory Councils	2	18.2
5. Should there be multiple certification in your state?		
Yes	6	54.5
No	2	18.2
No Opinion	3	27.3
6. Should certification be reciprocal from state to state?		
Yes	8	72.7
No	1	9.1
No Opinion	2	18.2
7. What changes, if any, should be made in teacher certification?		
Move toward competency-based	5	45.5
Strengthen Approved Program Approach	2	18.2
Under Study	3	36.3

TABLE 9

SUMMARY OF OPINIONS OF THE STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION REGARDING TEACHER CERTIFICATION

Item	Number	Percent
5. Do you feel your certification regulations should be changed?		
Yes	4	36.4
No	4	36.4
Under Study	3	27.3
8. Is there multiple certification within your state?		
Yes	7	63.6
No	4	36.4
9. Should there be multiple certification within your state?		
Yes	4	36.4
No	4	36.4
No Response	3	27.2
10. What should determine change in certification?		
Changing Needs	8	72.7
No Response	3	27.3
11. Who should determine change in certification requirements?		
Whole profession	6	54.5
Advisory Councils and State Board	5	45.5
12. Should certification agreements be reciprocal from state to state?		
Yes	5	45.5
No	3	27.3
Under certain conditions	3	27.3

TABLE 9 (Cont.)

SUMMARY OF OPINIONS OF THE STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION REGARDING TEACHER CERTIFICATION

Item	Number	Percent
13. Are university or college subjects in education adequate in your state?		
Yes	9	81.8
No	2	18.2
14. What should universities or colleges of education add or delete from the curriculum?		
Add		
Specific Methods	4	36.4
Up-grade Student Teaching	6	54.5
Delete		
Junk	1	10.1
15. Do you feel student teaching is sufficient in your state?		
Yes	6	54.5
No	4	36.4
Above Average	1	10.1

TABLE 10

SUMMARY OF OPINIONS OF THE REGIONAL ACCREDITING ASSOCIATIONS REGARDING TEACHER CERTIFICATION

Item	Number	Percent
1. Should certification be based on:		
a. competencies	0	0
b. prescribed program courses and credits	0	0
c. both	4	100
3. If certification is based on competencies, who should determine these competencies?		
Major professors	3	75
Whole profession	1	25
5. Do you feel certification requirements in the various states should be changed?		
Yes	4	100
No	0	0
6. Who should determine these changes?		
Professional educators	4	100
7. What should determine changes in certification requirements?		
Continuous studies	4	100
8. Should there be multiple certifications within a state?		
Yes	0	0
No	4	100
9. Should certification requirements be reciprocal from state to state?		
Yes	4	100
No	0	0

TABLE 10 (Cont.)

SUMMARY OF OPINIONS OF THE REGIONAL ACCREDITING ASSOCIATIONS REGARDING TEACHER CERTIFICATION

Item	Number	Percent
10. Should this (reciprocal) be determined by a central agency, such as the regional accrediting association?		
No	4	100
11. What changes, if any, should be made in teacher certification?		
Teacher Preparation	1	25
Practice teaching should be more practical	3	75

TABLE 11

SUMMARY OF OPINIONS OF DEANS OF SCHOOLS OF EDUCATION REGARDING TEACHER CERTIFICATION

Item	Number	Percent
1. Are teacher certification requirements in your state based on:		
a. competencies	3	7.0
b. prescribed courses and credits	28	68.3
c. both	8	19.5
d. other	2	4.9
2. Are certification requirements in your state current and sufficient?		
Yes	19	46.3
No	21	51.2
No comment	1	2.5
3. Who determines teacher certification requirements in your state?		
State Board of Education	33	80.5
Advisory Councils	8	19.5
4. How are changes in teacher certification requirements determined?		
State Board of Education	26	63.4
Advisory Councils	14	34.1
Board of Examiners	1	2.5
5. Is the curriculum in your university or college based on these requirements?		
Yes	34	82.9
No	7	17.1
6. Do you feel universities or colleges of education should base subjects on reciprocal certification requirements?		
Yes	27	65.9
No	5	12.2
Limited	5	12.2
No comment	4	9.7

TABLE 11 (Cont.)

SUMMARY OF OPINIONS OF DEANS OF SCHOOLS OF EDUCATION REGARDING TEACHER CERTIFICATION

Item	Number	Percent
7. Do you feel multiple certificates are necessary in your state?		
Yes	14	34.1
No	27	65.9
8. Do you feel student teaching in your school is adequate to prepare future teachers?		
Yes	22	53.7
No	9	21.9
Limited	10	24.4
9. Can you suggest any changes in student teaching practices?		
More college and laboratory experience	23	56.1
Better communication between the school and supervising teacher	6	14.6
Immediate change to competency-based	3	7.3
Student teaching practices are considered currently adequate	9	22.0

TABLE 12

SUMMARY OF OPINIONS OF CLASSROOM TEACHERS REGARDING TEACHER CERTIFICATION

Item	Number	Percent
2. Should certification be based on:		
a. competencies	6	2.9
b. prescribed program courses and credits	69	32.9
c. both	135	64.3
3. If certification is based on competencies, what are these competencies?		
College courses	78	37.1
Communication ability	83	39.5
Evaluation by peers	15	7.1
Classroom experience	15	7.1
Unknown	19	9.1
4. Do you feel certification regulations should be changed?		
Yes	111	52.9
No	93	44.3
No response	6	2.9
5. What should determine changes in certification?		
Periodic studies	42	20.0
Performance	86	41.0
Supply and demand	46	21.9
More National Teacher Examination	3	1.4
Less National Teacher Examination	16	7.6
No response	17	8.1
6. Who should determine changes to be made in certification requirements?		
Advisory commissions	81	38.5
Professional educators	51	24.3
State boards of education	69	32.9
Society	9	4.3

TABLE 12 (Cont.)

SUMMARY OF OPINIONS OF CLASSROOM TEACHERS REGARDING TEACHER CERTIFICATION

Item	Number	Percent
7. Should certification agreements be reciprocal from state to state?		
Yes	204	97.0
No	3	1.5
No response	3	1.5
8. What changes, if any, should be made in teacher certification?		
Requirements and courses in college	79	37.6
Student teaching	20	9.5
Reciprocal agreements	8	3.8
Ommission of National Teacher Examinations	16	7.6
Peer judgment	20	9.5
No changes	32	15.2
No response	35	16.8
9. Have you had occasion to seek certification in a state other than the one in which you were trained?		
Yes	69	32.9
No	130	65.7
No response	3	1.4
10. If you sought certification in a state other than the one in which you were trained, were you deficient in certification requirements?		
Yes	21	30.0
No	48	69.6
11. Do you feel the student teaching requirements are adequate in your state?		
Yes	138	65.7
No	54	25.7
Unknown	9	4.3
Just adequate	9	4.3

TABLE 12 (Cont.)

SUMMARY OF OPINIONS OF CLASSROOM TEACHERS REGARDING TEACHER CERTIFICATION

Item	Number	Percent
12. If "no" to above, what do you suggest for adequate preparation of students who are entering the teaching profession?		
More and varied student teaching experiences	26	48.1
Student teaching only in major field	6	11.1
Better communication between supervisors and the student teacher	16	29.1
Closer evaluation by major college professor	6	11.1
13. Do you feel education courses at the schools of education in your state are adequate?		
Yes	102	49.5
No	105	50.0
No response	3	1.4
14. Please list any suggestions you have for improving or deleting courses in education at schools of education in your state.		
Update and revise training program and method courses	104	49.5
More emphasis on communicative ability	30	14.3
Better qualified supervisors and professors	23	10.9
Better communications between public schools and colleges	22	10.5
No response	31	14.8

APPENDIX D

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TABLE 1

DECISION-MAKING GROUPS WITHIN STATES

State	Organizations that Determine Certification Requirements	Formation	Membership	Role of Director of Teacher Education and Certification	State TEPS Commission
Alabama	Council on Teacher Education	Voluntary by State Department of Education	Representatives from all private and state colleges, State Department of Education, state organizations of superintendents, principals and classroom teachers.	Chairman	Yes
Florida	Teacher Education Advisory Council	By law	49 representatives of State Department of Education, each college and university, and the profession, PTA, school boards, laymen.	Executive Secretary	Yes
Georgia	Council on Teacher Education (five standing committees)	By State Department of Education, approved by State Board of Education	71 representatives from professional organizations, State Department of Education, and teacher education institutions.	Member of Executive Committee and serves as executive secretary	Yes
Kentucky	Council on Public Higher Education	By law	15-19 lay members appointed by Governor, 6 nonvoting members who are presidents of the six state colleges and universities.		Yes
Kentucky	Advisory Committee on Teacher Education	Appointed by the Council	17-7 members from state colleges and universities, 3 from private colleges, state TEPS chairman, 5 from profession, 1 from State Department of Education.	Secretary	
Louisiana	Advisory Committee on Teacher Education and Certification	Appointed by State Superintendent of Public Education	Representatives of public colleges, private colleges, State Teachers Association, Vocational Association, classroom teachers, State Department of Education, PTA, principals, superintendents, State University, and supervisors.	Member	Yes
Mississippi	Advisory Council on Teacher Education and Certification	Appointed by Superintendent of Public Instruction	17 representatives from all levels of education, including professional education, liberal arts, academic deans, college teachers, college presidents, special-subject field supervisors, school administrators, elementary and secondary classroom teachers, State TEPS	Executive Secretary	Yes
North Carolina	Advisory Council on Teacher Education	Superintendent of Public Instruction and State Board of Education	81 - including college presidents and deans, superintendents, principals, classroom teachers, state school board, PTA, State Education Association, State Department of Public Instruction.	Chairman	Yes
South Carolina	Advisory Council on Teacher Education	Authorized by State Board of Education	36 representatives of public schools and colleges, State Board of Education, and supervisory personnel of State Department of Education are ex-officio members.	Chairman	Yes
Tennessee	Advisory Council on Teacher Education	By law: appointed by State Board of Education	60 representatives of state colleges, private colleges, State Department of Education, State Education Association, school boards, PTA, school administrators, teachers.	Secretary	Yes
Texas	State Board of Examiners for Teacher Examination	By law	14 appointed by Commissioner of Education and State Board of Education, representing approved teacher education institutions, public school instructors, State Education Agency.	Ex-officio member and liaison official with State Board	Yes
Virginia	Advisory Committee on Teacher Education	Appointed by State Superintendent of Public Instruction	15 representatives from various college departments and public school positions	Chairman	Yes

APPENDIX E

TABLE 14

CERTIFICATION REQUIREMENTS FOR SECONDARY TEACHERS IN THE SOUTHERN STATES

ALABAMA

SECONDARY SCHOOL
Grades 7-12

1. Class B Secondary Professional Certificate (Valid 8 years)
    - A. Baccalaureate degree in addition to requirements of State Board of Education.
    - B. Professional Requirements, semester hours..........21
        1. Human growth and development, semester hours... 3
        2. Principles, philosophy, and foundations of education, semester hours...................... 3
        3. Materials and methods of teaching major or minor subject, semester hours.................. 3
        4. Student teaching of major or minor, semester hours.. 6
        5. Electives in professional education, semester hours.. 6
    - C. Academic Requirements
        1. English, literature, and speech, semester hours...14
            - a. Must include one course in speech.
        2. Social science, semester hours.................12
            - a. Must include 3 semester hours in each of two of the following: history, economics, political science, sociology, anthropology, geography.
        3. Science, semester hours........................12
            - a. Must include both biological and physical sciences, with a full-year course in one.
        4. Mathematics, semester hours.................... 3
        5. Psychology, semester hours..................... 3
    - D. Academic major in approved subject, semester hours. 24-30
    - E. Academic minor in approved subject, semester hours.18

2. Class A Secondary Professional Certificate (Valid 10 years)
    - A. Hold or meet requirements for Class B Professional Certificate
    - B. Has been awarded a master's degree by a standard institution accredited by a regional and/or national accrediting agency to offer graduate degrees. In the master's degree program, the total graduate credit submitted for this certificate must include a minimum of six semester hours in the person's teaching fields and six semester hours in professional education appropriate for secondary classroom teachers.

3. Class AA Secondary Professional Certificate (Valid 12 years)
   - A. Hold or meet requirements for Class A Secondary Professional Certificate.
   - B. Has completed a sixth-year program of graduate study, with a minimum of thirty semester hours, subsequent to the completion of all requirements for the master's degree in a standard institution approved for a doctoral degree.

FLORIDA

TYPESOF CERTIFICATES

Rank I — Doctor's Degree
- A. Advanced post-graduate certificate (Valid 10 years)
- B. Show certification in at least one field.

Rank IA — Sixth-year post-master's degree in education or 30 semester hours toward the doctor's degree, and admission to candidacy for the doctor's degree (Valid 10 years)

Rank II — Master's Degree
- A. Post-graduate certificate (Valid 10 years)
  - 1. Certification in at least one subject or field.
- B. Provisional post-graduate certificate (Valid 3 years, not renewable).

Rank III — Bachelor's Degree
- A. Graduate certificate (Valid 5 years)
  - 1. Show certification in at least one subject or field.
- B. Provisional certificate (Valid 3 years, not renewable)
  - 1. Show certification in at least one subject or field.
- C. Temporary certificate (Valid 1 year) issued in all ranks.

SECONDARY SCHOOLS

1. General Preparation Requirements
   - A. General preparation, semester hours.................45
     Must include at least 6 and not more than 12 in each of the following areas: arts of communication; human adjustment; biological science, physical sciences and mathematics; social science; humanities and applied arts.
   - B. A graduate of a standard institution shall be considered to have met the general preparation requirements.

2. General Professional Requirements for Instructional Administrative, and Supervisory Personnel (Grades 1-12)
    - A. Course Requirements in Education
        - 1. Foundations of education, to include both following areas, total semester hours.......... 6
            - a. Sociological and psychological foundations.
        - 2. General methods of teaching, administration, supervision, and curriculum in the elementary and/or secondary school, semester hours........ 6
            - a. 3 semester hours to be at the level of certification, elementary or secondary, or both.
            - b. The additional 3 may be at either level, or both.
            - c. For all subjects or fields of certification for grades 1-12, credit must be presented for a comprehensive course covering grades 1-12, or courses with material at elementary and secondary levels.
        - 3. Special Methods
            - a. Grades 1-12
                - 1. Methods of teaching subjects such as art, music, and physical education, with 2 semester hours at elementary and 2 at secondary level; total semester hours.. 4
            - b. Secondary level
                - 1. Methods of teaching: English, foreign languages, mathematics, sciences, social studies; semester hours for each.................................. 2
                - 2. Other fields alone, semester hours..... 2
    - B. Practical Experience in Teaching
        - 1. One of the following:
            - a. Six semester hours in a college internship program.
            - b. Two years of full-time teaching experience plus three semester hours in directed teaching.
            - c. Three years of full-time teaching.

SENIOR HIGH SCHOOL

1. Graduate Certificate
    - A. Rank and Degree
        - 1. Same as preceding for Secondary Schools.
    - B. General Preparation
        - 1. Same as for Secondary Schools.
    - C. Academic Preparation
        - 1. Special requirements for subject fields, semester hours:

hours:	Rank III	Rank II	Rank I & IA
a. English	30	36	42
b. Social Studies	30	36	42
c. Foreign Languages	24	30	36
1. For second language	18	21	24

	Rank III	Rank II	Rank I & IA
d. Mathematics	21	27	33
e. Science (biology, chemistry, or physics)	20	26	32

2. For all other fields, see Teacher Certification Requirements for Florida, adopted March 10, 1964.

D. Professional Preparation--See General Professional Requirements.
E. Oath of Allegiance to the United States.
F. Recency-of-credit
    1. Earned at least six (6) semester hours of residence or extension credit (not correspondence) during the five-year period preceding the date of application for a certificate.
G. United States citizenship.
H. Completed application form.

Fees to accompany application for certificate for full-time teaching are $12.00.

GEORGIA

SECONDARY SCHOOLS

1. Teacher's Professional Four-Year (T-4) Certificate (Grades 7-12. Valid for 7 years. Renewable for 2 additional courses [10 quarter hours].)
    A. Secondary Teaching Field
        1. English, quarter hours..........................45
        2. Speech, quarter hours...........................45
        3. Foreign languages.
            a. Modern languages, quarter hours.............40
            b. Classical languages, quarter hours..........30
            c. A second foreign language may be added on 30 quarter hours credit.
        4. Social sciences, quarter hours..................50
        5. History
            a. Including 10 quarter hours American history and 10 in European history, quarter hours...40
        6. Economics, quarter hours........................40
        7. Political science, quarter hours................40
        8. Behavioral science, quarter hours...............60
        To include sociology, psychology, and anthropology, with a minimum of 40 quarter hours in one area of concentration and 10 in each of the other two.
        9. Mathematics, quarter hours......................45
        10. Sciences
            a. General Science, quarter hours..............45
            b. Biology, quarter hours......................40
            c. Chemistry, quarter hours....................40
            d. Physics, quarter hours......................40
            e. Earth science, quarter hours................40
            f. Geography, quarter hours....................40

11. Comprehensive business education, quarter hours: To include 10 quarter hours in accounting, 5 in business communications, 5 in economics, 5 in office machines, 5 in office practice, 6 in shorthand, 4 in typing, and the remainder in business law, marketing, management, finance, data processing, etc.
12. Bookkeeping and business management, quarter hours..50
13. Data processing and accounting, quater hours...50
14. Industrial arts, quarter hours.................50
15. Home economics, quarter hours..................60

B. Professional education, quarter hours..............30
To include 10 quarter hours each in foundations of education, curriculum and methods; and secondary student teaching or an approved substitute.

2. Secondary Teacher's Professional Five-Year (T-5) Certificate
   A. (Based on master's degree. Valid 7 years and renewable upon credit for two [2] additional courses [10 quarter hours].)
      1. Eligibility for T-4 Certificate, plus the following requirements:
         a. Courses dealing with the nature of the learner and the psychology of learning, quarter hours.............................. 5
         b. Courses dealing with programs and problems of the school, quarter hours.............. 5
            1. Combined 1 and 2 should total 10 quarter hours.
         c. Subject matter or content courses for the secondary teacher, quarter hours...........25

3. Secondary Teacher's Specialist (TS-6) Certificate (Valid 7 years)
   A. Eligibility for a professional five-year certificate.
   B. Completion of an approved six-year program from a regionally accredited institution, with a minimum of 45 quarter hours of graduate credit beyond the master's degree and the first professional five-year certificate.
   C. Recommendation of the institution and verification that the applicant has successfully completed the six-year teacher education program in the specific field for which certification is requested.
   D. The required scores on appropriate sections of the National Teacher Examination taken within the preceding seven years.
   E. Three years of acceptable school experience.

F. Graduate courses in the combined master's degree, six-year program, and any other approved graduate work.
   1. Professional education courses, quarter hours..20
      a. Nature of the learner and psychology of learning.
      b. Program and problems of the school.
   2. Subject matter or content courses, quarter hours..50
      a. Major portion in teaching field, remainder in closely related fields.

4. Teaching Fields for Grades 1-12
   A. Requirements:
      1. Art, quarter hours.............................50
         a. A minimum of 30 quarter hours must be selected from areas of drawing, painting, graphics, crafts, sculpture, three-dimension, history and appreciation.
      2. Music, quarter hours...........................60
         a. Must include fundamentals, theory, conducting, instrumental music and orchestration, with a minimum of 5 quarter hours in history and/or appreciation, and 5 quarter hours in elementary and secondary methods of teaching music.
      3. Health and physical education, quarter hours...45
         a. Must include courses in both health and physical education, from the areas of school and community health and recreation programs, safety and first aid, physical education fundamentals, activities and theory, anatomy and physiology, nutrition, and mental health.

Note: Effective July 1, 1974, the Career Professional Certificate (DT-5) shall be the standard certificate and shall be issued on the completion of the following requirements:
   1. A master's degree based on an approved program with the recommendation of the institution conferring the degree.
   2. Three (3) years of teaching experience and the recommendation of the employing superintendent.

KENTUCKY

HIGH SCHOOL
Grades 7-12

1. Provisional High School Certificate (Valid 10 years)
   A. Bacheler's degree and a program approved by Kentucky State Department of Education.
   B. General academic requirements, total semester hours...45

1. Communications and humanities.................18
   a. To include: English composition (6 hours), literature (3 hours), electives (9 hours).
2. Mathematics and natural science...............12
3. Social Sciences...............................12
4. Health and physical education................. 3

C. Pre-professional preparation, semester hours....12-18
   1. This should include foundations of philosophy, psychology, sociology, and anthropology.

D. Professional requirements, total semester hours....17
   1. Human growth and development and the curriculum...............................2-6
   2. Introduction to education and/or school organization.................................2-6
   3. Fundamental processes........................2-6
   4. Student teaching............................. 8

E. Majors, minors, and areas of concentration
   1. Each curriculum shall require an area of concentration with a minimum of 48 semester hours exclusive of courses in methods; or two majors; or one major and two minors; or one major and one minor when credit in both is 48 semester hours exclusive of courses in methods.
   2. As a permissive option which may be exercised immediately but mandatory after 1 September 1972, in addition to meeting institutional requirements, candidates must complete an approved teaching major of not less than 30 semester hours, or an approved area of concentration of not less than 48 hours.
   3. Majors in subject combinations shall require 36 semester hours credit. In a combination of subjects for majors, not less than 12 semester hours shall be in each subject within the major.
   4. Effective 1 September 1972, teaching minors in a combination of subjects shall be discontinued. Each teaching minor in a single subject shall require 21 semester hours credit unless otherwise indicated. A teaching minor in English shall require 24 semester hours.

F. Teaching Areas
   1. Social studies, semester hours.................48
   2. English, semester hours.......................48
   3. Sciences, semester hours......................48
   4. Music, semester hours......................48-60
   5. Health, physical education, and recreation, semester hours....................48
   6. Agriculture, semester hours...................60
   7. Industrial arts, art, and business education, each, semester hours...............48
   8. Home economics, semester hours............50-60
   9. Foreign language, semester hours..............48
   10. Mathematics and physical science, semester hours................................48

2. Standard High School Certificate (Valid 10 years)
    - A. Requirements for master's degree, graduate semester hours....................................30
        - 1. For students who write a thesis, a minimum of 24 semester hours is required.
    - B. See Elementary School 2,B.
    - C. See Elementary School 2,C, graduate semester hours... 9
    - D. See Elementary School 2,D, graduate semester hours..12
    - E. See Elementary School 2,E, graduate semester hours... 9
        - 1. Behavioral sciences are suggested.

Note: Conversion Plans: Several plans have been adopted whereby a teacher who has completed the preparation-certification requirements for one level may take certain additional courses, and have the original certificate endorsed for teaching at another level.

LOUISIANA

HIGH SCHOOL

1. Requirements
    - A. Bachelor's degree based on an approved teacher education curriculum.
    - B. General Education (a minimum of 46 semester hours):
        - 1. English: A minimum of 12 semester hours.
        - 2. Social studies (history, economics, sociology, geography, political science, and survey of social science): a minimum of 12 semester hours, including at least 3 and not more than 6 semester hours in United States history.
        - 3. Science: A minimum of 12 semester hours, including at least 3 semester hours in biological science and at least 3 semester hours in physical science.
        - 4. Mathematics: A minimum of 6 semester hours.
        - 5. Health and physical education: A minimum of 4 semester hours.
    - C. Subject fields (in addition to general education and professional education), total semester hours in each:
        - 1. English (including 6 in grammar and composition), in addition to general education requirements..12
        - 2. Speech...................................18
        - 3. Journalism...............................12
        - 4. Foreign language (in the first field).........24
            - a. Second foreign language.................18
        - 5. Social studies (including 3 in government), in addition to general education requirements..12

6. Sciences...12
    a. Must include 6 in physics, 6 in biology, 6 in chemistry, with an additional 6 in science field or fields in which the teacher applies for certification.
7. Mathematics, in addition to general education requirements.................................12
8. Special subjects: see Bulletin 746 "Louisiana Standards for State Certification of School Personnel."

D. Professional education, total semester hours........18
    1. History of education, introduction to education, foundations of education and/or philosophy of education........................ 3
    2. Educational psychology and/or principles of teaching.................................... 3
    3. Student teaching............................... 4
        a. Must coincide with the level of the certificate sought.
    4. Other professional education appropriate to the level, including 3 in adolescent psychology.................................... 8

REGULATIONS FOR OUT-OF-STATE APPLICATIONS FOR CLASSROOM TEACHERS

1. Requirements for Type C Certificate
    A. Baccalaureate degree from accredited institution, or completion of an approved teacher education program and a regular certificate from the state where the applicant completed the program.
    B. May be converted to Type B or Type A certificate in the usual manner.
    C. If applicant has not taught within five years immediately preceding date of application, he must complete 6 hours of resident credit in areas relative to his teaching field.
    D. These certificates are governed by laws and regulations applying to certification in Louisiana.

MISSISSIPPI

SECONDARY SCHOOLS

1. Class A (Valid 5 years)
    A. Graduation from any college or university accredited by the Regional Accrediting Agency or the State Department of Education.
    B. Academic Requirements:
        1. General education, total semester hours........48
            a. English...................................12
            b. Social studies............................12
            c. Sciences

            1. Biological science.................... 6
            2. Physical science...................... 6
        d. Mathematics............................... 3
        e. Personal hygiene.......................... 3
        f. Speech.................................... 3
        g. Fine arts................................. 3
    2. Academic subjects, semester hours for each:
        a. English...................................30
            1. Advanced grammar and composition, English and American literature, Shakespeare, electives.
        b. Foreign languages.........................18
            1. If 2 high school units................12
        c. Social studies............................30
            1. World history......................... 6
            2. American history...................... 6
            3. Economics............................. 3
            4. Government............................ 3
            5. Geography............................. 3
            6. Mississippi history................... 3
            7. Electives............................. 6
        d. Mathematics...............................24
            1. Must include 15 semester hours in algebra, trigonometry, analytical, geometry, and calculus (6 semester hours must be in calculus).
            2. Must include 9 semester hours in at least two of the following areas: abstract algebra, modern geometry, foundations of mathematics, probability and statistics.
        e. Sciences..................................32
            1. Not less than 16 semester hours in each subject taught.
C. Professional requirements in education, total semester hours..18
    1. Educational psychology........................ 3
    2. Human growth and development or adolescent psychology.................................... 3
    3. Principles of teaching in secondary schools and secondary methods......................... 6
        1. 3 semester hours must be in secondary methods.
    4. Direct teaching............................... 6
D. Special requirements for special subjects such as art, music, etc.
E. Special Subject Certificate (semester hours).
    1. Requirements, semester hours in each:
        a. Art.......................................30
        b. Health and physical education.............30

c. Music (including basic core requirements and a minimum of 16 in each branch of music taught..............................44
d. Special education (exceptional children) in each area for which certified...........18

2. Class AA (Valid 10 years)
   A. Hold, or qualify to hold, a Class A secondary teacher's certificate.
   B. Master's degree which includes a minimum of 15 semester or 24 quarter hours of graduate credit in the subject of desired endorsement, based on the undergraduate requirements for teaching that subject on the secondary level.

NORTH CAROLINA

Note: North Carolina has had for several years the approved program approach in teacher education, and a large percentage of its certificates are based on this approved program procedure. The following requirements are, for the most part, for "irregular people seeking certification." While these requirements are currently in use, the whole certification system is being revised, and this revised program is expected to be adopted by the State Board in the near future.

CERTIFICATION REQUIREMENTS FOR CLASS A CERTIFICATE

1. General Education Requirements (all certificates)
   A. Pass National Teacher Examination.
   B. Minimum requirements, total semester hours.........48
      1. Communications and humanities.................24
      2. Natural sciences............................6-8
      3. Mathematics.................................3-4
      4. Social and behavioral sciences................12
      5. Health and physical education................. 2

2. Secondary School
   A. Professional Education
      1. Secondary education, total semester hours......18
         a. Sociological, historical and philosophical foundations of American education......... 6
         b. Psychological foundations of education..... 4
         c. Instructional procedures, materials, and methods............................. 2
         d. Extended period of continuous full-time student teaching......................... 6
   B. Subject matter preparation, semester hours:
      1. English......................................36
         a. Language, 12; literature, 12; language and literature skills, 6; electives, 6.

2. Foreign language................................30
    a. Grammar and composition, 9; literature, 9; language skills, 6; literature and history of country, 6.
3. Mathematics.....................................30
    a. Calculus and analytical geometry, 9; algebra, 6; geometry, 3; electives, 12.
4. Science...48
    a. Common foundations..........................24
        1. Mathematics, 6; 6 semester hours each from 3 of the following: biology, chemistry, physics, earth science.
    b. Concentration in one area...................20
        1. Biology, chemistry, physics, earth science.
    c. Electives.................................... 4
5. Social studies..................................42
    a. History, American and world, 21.
    b. 21 hours divided approximately equally among: anthropology, economics, geography, political science, sociology.
6. For special subjects such as Business Education, Arts, Physical Education, Speech, Music, Vocational subjects, etc., see "Teaching in North Carolina," #357.
    a. Requirements other than B total.

SOUTH CAROLINA

Note: The following requirements apply to all teachers in South Carolina (elementary, junior high school, and senior high school).

1. Requirements
    A. Bachlor's degree from an institution accredited by the State Board of Education, or by a regional accrediting agency.
    B. General education, total semester hours...........45
        1. English.....................................12
            a. Includes courses involving the satisfactory use of oral and written language and a background of general literature.
        2. Biological and physical sciences..............12
            a. Any combination of hours in these sciences.
        3. Social studies................................12
            a. Two fields represented with not more than 6 in one field.
        4. Fine arts: history and appreciation, music and art.......................................4-6
        5. Health education: personal and public........2-3
    C. Area of specialization
        1. High school, semester hours.................12-60

- D. Professional Education
  - 1. High school, total semester hours..............18
    - a. Credits in the following areas.............12
      Adolescent growth and development; principles and philosophy of education; principles of learning, materials and methods.
    - b. Directed teaching in high school, semester hours............................ 6
- E. Special requirements for special subjects such as: agriculture, art, business education, health and physical education, home economics, industrial arts, library science, music, etc.

To attain the Professional Certificate, which is the only certificate offered, the applicant must have a master's degree, completely meet the course requirements for a certificate, and make a composite on the National Teacher Examinations of not less than 975 with a minimum of 450 on each part.

TENNESSEE

GENERAL

1. Requirements
   - A. Bachelor's degree.
   - B. General education core, total semester hours.......40
     - 1. Communication.................................. 6
     - 2. Health, personal development, or home and family living................................. 6
     - 3. Humanities.....................................10
     - 4. Natural sciences............................... 8
     - 5. Social studies................................. 8
     - 6. Fundamental concepts of mathematics............ 2
   - C. Professional education, including core professional and specialized requirements, semester hours.......24
     - 1. Core professional requirements.
       - a. Psychological foundations of education with attention to human growth and development, learning, measurement, evaluation, and guidance.
       - b. Historical, philosophical, and sociological foundations of American education, with attention to the teacher's role in the school and community.
     - 2. Specialized professional requirements, adapted to either grades 1-9 or grades 7-12.
       - a. Materials and methods appropriate to level of certification.
       - b. Supervised student teaching appropriate to an area of endorsement (at least 4 semester hours).

        - c. Three years of teaching experience may be offered in lieu of the credit hours in student teaching.

- D. Grades 1-9 and Grades 7-12:
    - 1. Professional education, including core professional area, semester hours..............24
    - 2. See C, 2, a.
    - 3. Additional semester hours in the following areas..26
        - a. Language arts..................................12
        - b. Science and conservation....................12
        - c. Humanities.....................................14
        - d. Health and physical education...............12
        - e. Social studies.................................12
        - f. Mathematics.................................... 4
            - 1. These include the hours listed under B.
    - 4. Supervised student teaching in Grades 1-9...... 4
- E. Grades 7-12 and Grades 1-9:
    - 1. See D, 1.
    - 2. Emphasis on teaching in one or more subject-matter fields.
    - 3. Supervised student teaching in grades 7-12..... 4
    - 4. Subject-matter fields, semester hours as follows:
        - a. English...24
        - b. Foreign language................................18
            - 1. Based upon two or more units of high school credit, otherwise 24.
            - 2. 2 foreign languages: 30 with not less than 12 in each in addition to 2 units of high school credit in each language.
        - c. Mathematics, including college algebra, trigonometry, and analytical geometry......18
            - 1. A course in general or business mathematics may be included.
        - d. Science...32
            - 1. Including biological science, chemistry, physics, and geology, with at least three areas represented.
            - 2. Single subject (biology, chemistry, physics)..16
        - e. General science, including general biology and physical science.......................16
        - f. Social studies
            - 1. Group certification, total semester hours..36
                - History (American 6, European and world 6)...12
                - Sociology.................................. 6
                - Geography.................................. 6
                - Economics.................................. 6
                - Government................................. 6

2. History, total semester hours...........18
   American.................................. 6
   European or world........................ 6
   Electives (history)...................... 6

g. Special Subjects: See bulletin "Tennessee Regulations for Certification of Teachers."

TEXAS

1. Applicability of Certificates
   - A. Provisional and professional certificates qualify holders to teach in one or more of the following specialization areas, in which the applicant has completed the college or university teacher education program approved for said area or areas.
     - 1. Elementary schools including kindergartens, grades 1-8 inclusive, and grade 9 in junior high school.
     - 2. Junior high school including grades 6-10 inclusive.
     - 3. High school including grades 7-12 inclusive.
     - 4. Special subject for all grades.
     - 5. Professional service position or area provided in the Minimum Foundation Program Act.
   - B. The specialization area appearing on the certificate shall be based upon completion of a college or university teacher education program approved in one or more of the four areas of specialization.

2. Provisional Certificate
   - A. Bachelor's degree from a college or university approved for teacher education by the State Board of Education.
   - *B. Federal and Texas constitutions (must be completed in a Texas college or university), semester hours..... 3
   - *C. American history (may be completed in any accredited college or university), semester hours............. 6
   - D. Education, total semester hours......................18
     - 1. Professional education appropriate to the level to be served..............................12
     - 2. Practice teaching.............................. 6

3. Professional Certificate
   - A. Bachelor's degree from a college or university approved for teacher education by the State Board of Education.
   - B. Completion of approved graduate program in area of specialization, semester hours.......................30
   - C. See 2, B.
   - D. See 2, C.
   - E. Experience in teaching..........................3 years

* Requirements in Texas and federal constitutions and America History may be absolved by examination in a Texas college. This regulation applies to certification credit only.

National Teacher Examinations are required for initial certification in Texas.

Note: On June 10, 1972, the Texas State Board of Education made major changes in teacher education/certification and formally committed the state to the competency/performance-based concept, to the teacher center structure for program development. All preparations for this changeover are to be completed by 1977.

VIRGINIA

HIGH SCHOOL (JUNIOR AND SENIOR)

1. Collegiate Professional Certificate
    A. Bachelor's degree.
    B. General requirements: background of general education including semester hours as follows:
        1. Humanities, including English composition (required) and balance in fields of foreign language, literature, speech, fine arts, music or philosophy, semester hours.............12
        2. Social science, including American history (required) and balance from fields of history, anthropology, sociology, economics, political science, geography, and psychology, semester hours...................................12
        3. Laboratory science and mathematics (at least one course in each), semester hours............12
        4. Health and physical education, semester hours.. 4
        5. Electives from 1, 2, and 3 above, semester hours.. 8
    C. Requirements for endorsement in specific subjects, semester hours as follows:
        1. Biology (see science)...........................24
        2. Chemistry (see science).........................24
        3. Civics (included in social science).............24
        4. Earth Science (see science).....................24
        5. English (including courses in English literature, language and composition, advanced composition, and modern English grammar)................................30
        6. Foreign language................................30
        7. General science (see science)...................24
        8. Geography (see social studies)..................18
        9. Government (see social studies).................18
        10. History (see social studies)....................24

11. Journalism.....................................12
12. Mathematics
    a. All high school mathematics................27
       (Shall include analytic geometry and calculus, and courses in modern algebra, geometry, and probability and/or statistics.)
    b. Mathematics (pre-algebra)..................16
       Eighth and ninth-grade arithmetic, consumer mathematics, and basic mathematics.
13. Library science...............................18-21
14. Physics.......................................20
    Physics, alternate endorsement................16
15. Science: endorsement for specific subjects only:
    a. Biology....................................24
    b. Chemistry..................................24
    c. Earth science..............................24
    d. General science............................24
       (Grades 8 and 9)
16. History and social science....................42
    (distributed as follows)
    a. History....................................18
    b. Government.................................12
    c. Geography.................................. 6
    d. Economics.................................. 6
    Separate endorsement in the following:
    a. History....................................24
       (At least two of the following: American history, ancient history, English history, European history, world history, and contemporary affairs)
    b. Economics..................................18
    c. Geography..................................18
    d. Government.................................18
    e. Sociology..................................18
    An applicant for a separate endorsement in history, geography, government or sociology shall be required to complete a course in basic economics.
17. Special Subjects: See Virginia "Revised Certification Regulations for Teachers," July, 1968.

D. Professional requirements: semester hours.........15
   1. Fifteen semester hours shall be required in professional education for a Collegiate Professional Certificate for high school teachers.
   2. Six semester hours shall be earned in Area III.
   3. For industrial arts and the vocational subjects, six semester hours required in Area III shall be earned in the particular field of endorsement.
   4. For library science not less than three semester hours in Area III shall be earned in School Library Practice.
      a. The remaining semester hours shall be earned in Areas I and II, with at least three semester hours in each.

5. For elementary education, industrial arts, and the vocational subjects, 6 semester hours must be earned in Area II as it applies to the particular field.

E. Postgraduate Professional Certificate.
   1. Master's degree or doctor's degree from an accredited institution.
   2. Collegiate Professional Certificate.
   3. Experience: teaching in elementary or secondary level............................3 years
   4. A rating on recent teaching showing average performance.

APPENDIX F

TABLE 15

SUPPLY AND DEMAND OF TEACHERS*
1971-72

BEST COPY AVAILABLE

State	Student-Teacher Ratio 1973	Public School Enrollment	Number of Teachers	Number of Teachers if 25.7 National Ratio	Supply and Demand Status	*Avg. Annual Salary of Public School Teachers
Alabama	26.1	864,000	33,231	33,619	-388	5,875
Florida	23.5:1	1,551,339	66,014	60,363	+5651	8,900
Georgia	26.1	1,220,855	46,956	47,504	-548	7,278
Kentucky	24.1	703,712	29,321	27,383	+1939	7,675
Louisiana	24.1	886,000	36,917	34,475	+2442	6,978
Mississippi	28.1	598,095	21,361	23,272	-1911	5,772
North Carolina	25.1	1,220,532	50,856	47,492	+3364	6,852
South Carolina	25.1	665,905	26,636	25,911	+725	6,883
Tennessee	25.1	932,866	37,315	36,298	+387	7,550
Texas	23.1	2,700,000	117,391	105,058	+12333	7,275
Virginia	21.7	1,133,385	53,971	44,101	+9870	8,530

* Rankings of the States 1973.

APPENDIX G

TABLE 16

PROFESSIONAL DATA ON COLLEGES AND UNIVERSITIES INVOLVED*

Institution	Est.	Type
Alabama		
Troy State University, Troy, Alabama	1887	CS
University of Alabama	1831	CS
Auburn University, Auburn, Alabama	1856	CS
Florida		
Stetson University, Deland, Florida	1883	C Bapt
Georgia		
Wesleyan College, Macon, Georgia	1836	W Meth
Valdosta State College, Valdosta, Georgia	1906	CS
University of Georgia, Athens, Georgia	1785	CS
Georgia Southern College	1906	CS
Georgia College, Milledgeville, Georgia	1889	CS
Kentucky		
University of Kentucky	1865	CS
Kentucky State University	1886	CS
Berea College, Berea, Kentucky	1855	CI
Louisiana		
Louisiana Tech. University	1894	CS
University of Southwestern Louisiana	1900	CS

TABLE 16

PROFESSIONAL DATA ON COLLEGES AND UNIVERSITIES INVOLVED*

Institution	Est.	Type
Loyola University, New Orleans, Louisiana	1912	C Cath
Northwestern State University, Natchitoches, Louisiana	1884	CS
Mississippi		
Mississippi State University	1878	CS
Mississippi College, Clinton, Mississippi	1826	C Bapt
University of Southern Mississippi	1910	CS
Delta State College, Cleveland, Mississippi	1924	CS
University of Mississippi	1848	CS
North Carolina		
Lenoir Rhyne College, Hickory, North Carolina	1891	C Luth
High Point College, High Point, North Carolina	1924	C Meth
East Carolina University, Greenville, North Carolina	1907	CS
North Carolina State University of Raleigh	1887	CS
South Carolina		
Columbia Bible College Columbia, South Carolina	1854	W Meth
Winthrop College Rock Hill, South Carolina	1886	WS
Converse College, Spartanburg, South Carolina	1889	WI

TABLE 16

PROFESSIONAL DATA ON COLLLEGES AND UNIVERSITIES INVOLVED*

Institution	Est.	Type
Tennessee		
Tennessee State University	1909	CS
Austin Peay State University, Clarksville, Tennessee	1927	CS
Memphis State University	1912	CS
George Peabody College for Teachers, Nashville, Tennessee	1785	CI
Texas		
The University of Texas at Austin	1883	CS
North Texas State University	1890	CS
Abilene Christian College, Abilene, Texas	1906	C Chch
Sam Houston State University, Huntsville, Texas	1879	CS
Texas Christian University	1873	C Disc
Virginia		
Old Dominion University, Norfolk, Virginia	1930	CS
Longwood College, Farmville, Virginia	1839	WS
Virginia State College	1882	CS
Radford College, Radford, Virginia	1910	WS

C - Coed
W - Women
I - Independent
S - State

Church Related
Bapt - Baptist
Disc - Disciples of Christ
Chch - Church of Christ
Luth - Lutheran
Meth - Methodist
Cath - Catholic

TABLE 16

PROFESSIONAL DATA ON COLLEGES AND UNIVERSITIES INVOLVED*

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*Institutions Accredited for Teacher Education, September 1969 by National Council for Accreditation of Teacher Education (Manual: "Accredited Postsecondary institutions and Programs," 1971. U. S. Dept. of Health, Education and Welfare, U. S. Government Printing Office, Washington, D.C. 20402).

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